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ABSTRACT

The public service role (PSR) of the University of Illinois and Parkland College in the black community of Champaign-Urbana was studied in a project funded under Title I of the Higher Education Act of 1965, channeled through the Illinois Board of Higher Education. As a pilot project, PSR explored current public service efforts by higher education in the local black community, efforts being made by community service offices of other Illinois institutions of higher education, and, most importantly, local black community perception of current and future activities in the community. The results were obtained by a series of three surveys and a conference of local black community residents and black personnel at the two institutions. Some major findings were that: (1) the black community has a low level of familiarity with existing public service efforts of the two educational institutions; (2) an information center would be utilized by black community residents; (3) community and education leaders should work together to develop programs to meet community needs; and (4) the institutions should accelerate affirmative action programs to increase the number of jobs and job training programs for black community residents. (LBH)

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Higher Education Public Service Responsibilities in the Black Community

HIGHER EDUCATION PUBLIC SERVICE
RESPONSIBILITIES IN THE BLACK COMMUNITY

Report

on

HIGHER EDUCATION PUBLIC SERVICE RESPONSIBILITIES IN THE BLACK COMMUNITY

Fall 1972

Title I
Higher Education Act

Institute of Government
and Public Affairs
University of Illinois
Urbana

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Foreword

The research project "Higher Education Public Service Responsibilities in the Black Community" (PSR) has centered around the public service role of the University of Illinois and Parkland College in the black community of Champaign-Urbana. The project was funded under Title I of the Higher Education Act of 1965, channeled through the Illinois Board of Higher Education. It was one of a number of community-related projects in the state during fiscal year 1971-72 coordinated by Jacob Jennings of the IBHE.

This report is the culmination of the PSR project but, we hope, only the first stage toward evolution of local public service activity by higher education into a mutually beneficial relationship in Champaign-Urbana. A step has been taken toward defining the public service role of higher education in the black community.

As a pilot project, PSR explored current public service efforts by higher education in the local black community, efforts being made by community service offices of other Illinois institutions of higher education, and, most importantly, local black community perception of current and future activities in the community by the U of I and Parkland. The results were obtained by means of a series of three surveys and a conference of local black community residents and black personnel at the two institutions. Each of these four major phases of the project is discussed in this report.

Black community input was emphasized during all stages of the project. The impetus for the project came from a local organization, the Black Action Council for United Progress of Champaign-Urbana. Members of this organization were involved as project employees and as participants in the Black Community Conference.

The project activities which yielded the most valuable data were those which focused upon black residents of Champaign-Urbana: the conference and the Black Community Survey. Summaries of major points gained from the survey are given in a special section immediately following this foreword, for quick reference by the reader who does not have time to study the report in detail. Conference findings are reproduced in full in Chapter V.

In a project of this nature, the efforts of many individuals are essential for success. First, we would like to thank the many residents of the black community of Champaign-Urbana who have contributed their time and effort. All of the participants in the Black Community Conference deserve recognition, especially the cochairmen, Rochell Broome and Roy Williams, steering committee members, discussion leaders, and follow-up committee members. The latter participants are too numerous to be thanked individually here; they are noted in Appendix H.

The interviewers and respondents to the Black Community Survey also deserve special thanks. Their conscientious efforts contributed greatly to the valuable and enlightening data on the community's perception of the public service role of higher education, later made use of at the Black Community Conference.

We also thank respondents to the surveys of public service projects at the University of Illinois and Parkland College and of community service offices at other institutions of higher education in Illinois. The time and thought which these individuals put into their responses and their provision of additional information were extremely helpful to the project staff.

Members of the administration of the University of Illinois and Parkland

College were most cooperative to the project, foreshadowing a new, mutually beneficial relationship between the two institutions and the local black community. Special recognition is due William K. Williams, the U of I ombudsman, who facilitated communication during the course of the project, and who is presently engaged in planning for implementation of recommendations from the project. James Ransom, Jr., Director of Affirmative Action for Equal Opportunity at the University, was extremely helpful in working out a procedure by which members of the local black community were hired as project staff members. Phillip K. Walker, Assistant Dean for Continuing Education at Parkland College, one of the signers of the project proposal, was the person through whom communication between Parkland and the U of I was maintained. Mr. Walker was most generous with his cooperation and assistance.

Last, but by no means least, we would like to thank the staff members of this project. Members of the Black Action Council for United Progress of Champaign-Urbana, who brought the idea of conducting a project to the Institute of Government and Public Affairs, were involved directly or indirectly in all phases of the project. These employees were Roy Williams and Robert S. Davis, survey supervisors, and James Culp, John C. Johnson, Frank B. Rogers, and Lawrence A. Williams, survey assistants.

The research assistants employed in the project, who were involved in day to day operation, also deserve special recognition. Stephanie Cole was responsible for coordinating and supervising activities for the Black Community Survey and the Black Community Conference, as well as for the preparation of this report. Dorretta Evans was most helpful in her research on University public service projects at the beginning of the project. Fred Smuda performed the difficult task of designing the format for the three surveys, while Gloria Clay was responsible for the administration of the questionnaire dealing with community service offices at Illinois institutions of higher education. Steven Sanazaro was helpful throughout the course of the project. Jeffery Roberts assisted Stephanie Cole after the project was formally concluded.

The efficient secretarial assistance of Jean Baker, Lorena McClain, and Jackie Wright is gratefully acknowledged, as is the clerical work performed by Virginia Zinth. Ashley Nugent's skillful editing of this report is also acknowledged with thanks.

Unlike the reports of many projects, this report is straightforward in its presentation of mistakes made during the course of the project. This is done not only to give an accurate account, but also to guide others who may attempt similar projects in the future. Despite the shortcomings of this project, we believe that it has fulfilled its major objectives. The perceived needs and priorities of the black community of Champaign-Urbana in relation to the public service function of higher education have been well documented, paving the way for cooperative action by the black community, the University of Illinois, and Parkland College.

We hope that this project has helped to create a new atmosphere of understanding between higher education and the black community of Champaign-Urbana, and that implementation of many of the suggestions made by members of the black community through this project will be forthcoming. The final result will be the achievement of a continuing, mutually beneficial town-gown relationship in Champaign-Urbana.

Joseph P. Pisciotte
Project Director
Associate Professor
Institute of Government
and Public Affairs

Samuel K. Gove
Director
Institute of Government
and Public Affairs

Summary of Major Findings from the Black Community Survey

1. The black community of Champaign-Urbana has a low level of familiarity with existing public service efforts of the University of Illinois and Parkland College. This low level of familiarity also extends to personnel of both institutions.

2. A joint U of I-Parkland information center, physically located in the black community, would be utilized by community residents. Such an office should make special outreach efforts toward community residents of lower socio-economic status.

3. Members of the black community and personnel from the U of I and Parkland should work together in developing and providing programs and projects to meet community needs. Final decisions about whether specific programs and projects should be undertaken should be made at meetings open to all black community residents.

4. On balance, the presence of the U of I and Parkland in Champaign-Urbana is perceived as an asset to the black community.

5. Administrators more than faculty members or students at the two institutions are perceived as being able to help in the solution of personal and community problems, although the attitude of the black community toward administrators is more negative than it is toward faculty members and students.

6. Black community residents believe the white community to have substantially greater access to U of I facilities than does the black community.

7. The black community perceives itself as having little input into U of I and Parkland programs affecting the black community, and desires a much greater input in this area.

8. Black community residents perceive the most serious problem facing them to be unemployment. They believe that the U of I and Parkland should accelerate affirmative action programs to increase the number of jobs and job training programs for black community residents.

HIGHER EDUCATION PUBLIC SERVICE
RESPONSIBILITIES IN THE BLACK COMMUNITY

Chapter I

INTRODUCTION TO "HIGHER EDUCATION PUBLIC SERVICE RESPONSIBILITIES IN THE BLACK COMMUNITY"

The public service role of institutions of higher education in the communities in which they are situated was the general area under investigation in this research project. Discussing the purpose of the project, the proposal for "Higher Education Public Service Responsibilities in the Black Community" (PSR)[1] noted:

> An increasing number of individuals and departments in higher education are becoming aware of their community obligations, and undoubtedly efforts are under way or are being planned to implement these obligations. What is not known is the scope, duration, and impact of the operations or planning, who is conducting them, and most important, whether they are the best use of available resources in relation to the perceived needs of the community.

The PSR project focused upon the needs of the black community of Champaign-Urbana in relation to the two institutions of higher education in the area, the University of Illinois and Parkland College. Although the relationships of other institutions of higher education to their local communities were not a major consideration in this project, it is hoped that this pilot effort will be of assistance to others who wish to explore the local public service role of higher education.

The project was comprised of a series of surveys as well as consultation in various forms with members of the black community of Champaign-Urbana. The local orientation of the PSR project is evident throughout this report. The emphasis was upon the efforts of the U of I and Parkland in the black community of Champaign-Urbana, especially as perceived by residents of that community.

Community residents were given the opportunity to express their ideas about the present relationship between the two institutions and the community, and also about what an ideal relationship would be. Indeed, the most fruitful aspects of the project were those which called for input by community residents: the Black Community Survey and the Black Community Conference. Each of these aspects, as well as other major phases of the project, is discussed fully later in the report.

In this chapter the attempt is made to orient the reader to the project as a whole. A short chronological account of the project is given, after which major problems which arose during the course of the project are discussed. Problem areas are given prominence because of the conviction of the staff that one of the major functions of a pilot project like this one is to guide others who may wish to attempt similar investigations.

Chronology

Although the general plan of action outlined in the proposal for the PSR project was followed, several changes, omissions, and additions were made as the need for them became obvious during the course of the project. Thus a chronology of project events is presented so that no confusion will arise about differences between what was proposed and what actually took place. The reader should also be aware of project events in their sequence of occurrence so that he may appreciate the difficulties in conducting the project, discussed in the next section of this chapter and referred to throughout the report.

The impetus for investigating local public service activities at the University of Illinois and Parkland College came from members of the Black Action Council for United Progress (BACUP), an organization based in the black community of Champaign-Urbana. In November 1970, members of BACUP approached the

Institute of Government and Public Affairs at the U of I with the idea of applying for a grant under Title I of the Higher Education Act of 1965. The Institute, together with Parkland College, agreed to undertake the study if funding were obtained through the Illinois Board of Higher Education. Informal approval was given by the IBHE in December 1970. In early May 1971, the project supervisor, Professor Joseph P. Pisciotte, received final approval based upon a proposal submitted in February of that year. Principally because of the difficulty of hiring members of BACUP as project staff members, funding for PSR was not received until mid-July 1971. Two members of BACUP were employed as survey supervisors, while four were titled survey assistants.

After the difficulty in hiring the BACUP personnel as staff members was resolved and funding received, the first concern of the project staff was to develop and administer a questionnaire to be given to directors of public service projects sponsored by the U of I and Parkland in the black community of Champaign-Urbana. The BACUP personnel worked together with the project research assistants and with the project director in developing this questionnaire, referred to in this report as the Project Directors Questionnaire, or Questionnaire I. The final version of Questionnaire I was completed in late August 1971.[2]

For one month after the receipt of funding in mid-July, the BACUP personnel received practice and training in interviewing techniques. An early version of Questionnaire I was used as part of the training material. Other materials and training personnel were supplied by the Survey Research Laboratory of the University of Illinois. An additional training session was held using the final version of the questionnaire, immediately prior to the beginning of interviewing in the latter part of August.

A list of relevant community-related projects conducted through the U of I and Parkland was compiled during the summer months, and interviews were obtained with the directors of many of the projects. A review of the literature on the relationship between higher education and the community was also begun during the summer of 1971; this remained the concern of the research assistants throughout the course of the project.

The U of I ombudsman, William K. Williams, acted as a consultant to the project in its early stage. Mr. Williams was active in developing the original list of interviewees and in helping to train the BACUP personnel. He remained in contact with the staff through all phases of the project.

From the latter part of August to the end of October administration of the Project Directors Questionnaire took place. When it became evident that the six BACUP personnel would not complete interviews for the entire list of projects, the research assistants also began administering the questionnaire. Projects were added to the list of those to be included in the survey as they became known to staff members.

During late September and in October the research assistants were engaged in developing a questionnaire directed toward administrators in community service offices of universities and colleges throughout the state of Illinois (Questionnaire II).[3] Pretesting of this questionnaire took place in late October. In order to save time and money, all interviews for the survey of other institutions of higher education were conducted by telephone. Interviews for Questionnaire II were conducted from November 1971 to mid-March 1972.

Questionnaire III, directed toward respondents in the black community of Champaign-Urbana, was developed during late October and early November.[4] Conceived from the beginning as the single most important aspect of the project, the Black Community Survey involved a larger investment of time and money than did either of the other two surveys. Suggestions for appropriate areas to be covered by the questionnaire were made by virtually all of the individuals directly connected with the project: William K. Williams; staff members at the Institute of Government and Public Affairs, including the institute's director, Professor Samuel K. Gove, and project supervisor Pisciotte; Dean Phillip K. Walker, representing Parkland College; several of the BACUP personnel; and the four research assistants engaged in the project at the time the questionnaire was developed. In early November these individuals participated in a meeting to discuss revisions of a preliminary draft of the questionnaire. Also participating in this discussion was Professor William Nelson of Ohio State University. A former staff member of the Institute of Government and Public Affairs, Professor Nelson is a black political scientist whose familiarity with the black community of Champaign-Urbana made his suggestions for revision of the draft especially valuable. In his role as consultant, Professor Nelson also reviewed Questionnaires I and II, as well as the project in general.

The final version of Questionnaire III was completed in late November. A random sample of households in the black community of Champaign-Urbana had been drawn by that time. The BACUP personnel had been expected to administer approximately six hundred interviews for the Black Community Survey,[5] but because of reasons discussed in the following section of this chapter the majority of the interviews were administered by other black interviewers, hired on a piece-work basis.

Interviewing for the Black Community Survey was completed in late March 1972. Interviews were obtained with 525 black respondents and seventy-five white respondents, all residing within a geographically defined sampling area.

Preliminary analysis of the data began early that month, and was available by late April, in time for use by participants in the Black Community Conference, discussed below.

In the early months of 1972 the project staff members began to turn their attention to the need for further input from the black community in regard to U of I and Parkland-related public service activities. It was felt that the Black Community Survey did not constitute a vehicle for extended and serious discussion of the issues involved, although the survey did serve to highlight the community's areas of concern and to document aspects of its relationship to the two institutions of higher education in Champaign-Urbana.

The idea of holding a conference to discuss the relationship of higher education to the black community was explored in a series of meetings attended by black faculty members, administrators, students, and community representatives.[6] The conference, also entitled "Higher Education Public Service Responsibilities in the Black Community," was held April 20-22,1971, at Allerton House, Monticello, Illinois. Sixty-one participants, representing both higher education and the community, were involved in the conference. The basis of most of the material which was made available to participants for consideration at the conference was data yielded by the Black Community Survey. Conference participants had available to them frequency counts of the responses of the 525 black respondents to the closed questions on the survey, as well as a summary of responses to pertinent open ended questions. Data from the seventy-five white respondents were not included in this material. Further analysis of the data yielded by the Black Community Survey continued during the spring and summer of 1972.

The discussions which took place at the Black Community Conference were summarized in a statement of conference findings. The findings addressed themselves explicitly to the major problem areas in the black community and to ways in which resources of the U of I and Parkland can be utilized for the benefit of the black community. Suggestions for the development of additional resources are also made in the conference findings.

A committee for follow-up activity formed after the conference was responsible for the writing of conference findings. The committee has communicated the findings to administrators at the U of I and Parkland, as well as to the IBHE. In order to promote wider dissemination of the findings, especially in the Champaign-Urbana black community, the follow-up committee presented them in a press conference in mid-July 1972.

After the Black Community Conference, the staff was active in aiding the conference follow-up committee in its work. Analysis of what was learned during the course of the project went on continuously. Only in the final months of the project, however, was there sufficient time for reflection. Activity during this time centered around continued data analysis, review of the literature, and the writing of the present report.

Problems in the Conduct of the Project

The problems encountered in connection with the project fall into three major categories: 1) problems in the basic conception of the project, 2) problems in staffing, and 3) problems in fulfilling some of the major goals of the project, especially in conducting the surveys. Obviously, the existence of problems in each of these areas influenced problems in the other areas. This interaction is considered in the discussions below of the first two problem areas. The third set of problems is considered in chapters II, III, IV, and V, each of which is devoted to one of the four major phases of the project: the Project Directors Survey, the Survey of Community Service Offices, the Black Community Survey, and the Black Community Conference.

Basic Conception of the Project. As is evident from the proposal submitted on February 5, 1971, the major emphasis envisioned for the PSR project was research on the public service role of higher education in relation to the black community of Champaign-Urbana. The means of conducting this research was to be a series of surveys and inventories investigating public service programs in the black community by the U of I, Parkland, and various governmental agencies; public service programs at other institutions of higher education; and the needs of the local black community as expressed by black community leaders and residents. Personnel from the local black community were to be an essential ingredient for success of the project. Although as a research effort the project did not emphasize the direct transmittal of funds to the black community, nevertheless one important goal was the creation of employment opportunities and the teaching of skills to black community members through work on the project. As anticipated in the project proposal, it was necessary for some of the staff members to receive training so that they would be competent in survey and interviewing techniques. In addition to interviewing, the staff members from the local black community (the BACUP personnel) were expected to contribute information, ideas, and access into the community. Access and visibility were expected to be facilitated by the location of the BACUP personnel office in the black community; rent for this office was paid from project funds.[7]

It was this need for community involvement, coupled with the survey format decided upon at the time the proposal was written, which led to a fundamental difficulty. The BACUP personnel were unwilling and in some cases unable, for reasons discussed below, to conform to the requirements for orderly, methodical application of effort so necessary for successful survey work. This conflict between the requirements of the research and the unsuitability of the personnel who were expected to function in a survey framework led to the disappointing results of the Project Directors Survey. If the BACUP personnel had been engaged in the solicitation and development of community opinions and ideas from the beginning, and had not been involved in survey work as such, perhaps the project would have run more smoothly and have been concluded more successfully than was the case.

The conflict between the requirements of research and the unsuitability of the community personnel employed in the project might not have arisen if an entirely different perspective had been adopted at the beginning. Although it is clear that no community action activities as such were contemplated as part of the project,[8] it might have been fruitful to have adopted a community orientation for the project. The BACUP personnel might have been utilized to solicit community opinion, perhaps in a series of small group discussions. Interested individuals from the community, together with the BACUP employees, might have then decided to investigate community service activities on their own. The research assistants involved in the project might have facilitated such an investigation.

Instead of employing an approach in which the community would initiate action, however, the project was conducted from the opposite perspective. That is, the proposal dictated a plan of attack which began with the outlook of higher education, in Questionnaires I and II. It was only later that the community was consulted, by means of the Black Community Survey (Questionnaire III) and the Black Community Conference. The ambiguous results of the first two surveys served only to hinder later efforts to reach the community. Confused data from Questionnaires I and II were employed in the design of Questionnaire III. The use of these data necessarily affected the Black Community Conference as well, because much of the material which conference participants received was taken from the results of the Black Community Survey.

This is not to say that the Black Community Survey and Conference were not valuable aspects of the project. Indeed, much has been learned from both. However, the Black Community Survey and the Black Community Conference might have been conducted entirely differently and might have been even more valuable, if they had grown from contacts within the community rather than contacts with higher education.

One potential source of public service programs which received little attention during the course of the project--although it was discussed in the proposal--was governmental agencies not directly associated with higher education. No systematic survey of public service programs being carried out or planned by local and state governmental agencies was undertaken, although several such agencies were joint sponsors of programs included in the Project Directors Survey. One of the reasons that no survey in this area was undertaken was the impossibility of completing this task within the limitations of time and money under which the project operated. The other reason was the inadequate coordination and failure to carry out assignments efficiently on the part of staff members, research assistants as well as BACUP personnel. Consultation with other agencies came about only indirectly, through the involvement of agencies with projects included in the Project Directors Survey and through the participation of black agency personnel in the Black Community Conference.

The reader will note that the chronology makes no mention of a discussion of findings as they might apply to other institutions of higher education and other communities composed of different types of populations and groups, although the proposal called for these subjects to be explored. Because of flaws in the design of Questionnaire II and because of the small number of other institutions contacted as respondents to that questionnaire, it was felt that there was little basis upon which to relate findings to other institutions and communities. However, this report may aid others who undertake similar studies to minimize or avoid the methodological and procedural problems encountered in some phases of the PSR project.

Staffing. The staff for the project was composed of the project supervisor, a professor of political science at the Institute of Government and Public Affairs, six members of the Black Action Council for United Progress of Champaign-Urbana, and five research assistants who were employed quarter time or half time for various periods throughout the project.[9]

The project director had only 10 per cent of his time available for work on the project, so that day-to-day responsibility fell upon the research assistants. No clear line of authority was ever delineated for the coordination of the research assistants' work and that of the BACUP personnel. Although the two BACUP members who were designated survey supervisors were nominally responsible for the completion of interviewing tasks by the four survey assistants, the nature of the relationship among the six employees made it difficult for the supervisors to exercise any authority.

These six members of the black community had been hired as part of the project staff for several reasons. The Black Coalition had supplied the initial impetus for undertaking "Higher Education Public Service Responsibilities in the Black Community." It was recognized that many, often competing community organizations exist in the black community of Champaign-Urbana, and that members of the Black Coalition are not uniformly accepted as spokesmen throughout the black community. However, the project director felt a commitment to include members of BACUP. In light of the importance placed on active black community involvement for the successful conduct of the project, the director felt that as a community action group BACUP would provide access into the community not otherwise easily available to project personnel.

None of the members of BACUP who were on the project staff offered standard academic qualifications for employment. None are college graduates. The experience by which they qualified was not work experience in the traditional sense, but rather the experience which they had gained as members of the community under investigation. The project supervisor and the U of I ombudsman felt that necessary interviewing skills could be learned by the new employees, but that the BACUP members' rapport with the community under study could not necessarily be taught to staff members with standard academic qualifications.

Neither the academic nor the nonacademic sections of the U of I's Personnel Services Office has regular channels for dealing with this type of situation. There were no normal U of I channels through which the members of BACUP could be hired as project employees. The project supervisor spent much time in talking with different administrators on all levels during the spring of 1971 in an attempt to place the BACUP personnel on the payroll of the project. At one point the nonacademic section of the Personnel Services Office suggested a competitive examination, open to any applicant from the black community, for two civil service interviewing classifications.

Matters were at an impasse until James Ransom, director of Affirmative

Action for Equal Opportunity at the U of I, intervened. Mr. Ransom was able to arrange for the six BACUP personnel to be hired as temporary academic employees. It was only because of this circumvention of normal U of I hiring channels that the six members of BACUP were hired.

During the training period in the summer of 1971, the BACUP personnel appeared to be learning interviewing skills. The men also contributed to the development of Questionnaire I during this time. Soon after the inception of actual interviewing in late August, however, it became obvious that the administration of Questionnaire I left much to be desired. In the interviews with public service project directors the BACUP personnel tended to omit questions entirely or to note responses in incomplete or unintelligible form. The need for probing responses to various questions for greater clarity, as practiced during the training period, was often disregarded. Thus the questionnaire forms which were turned in by the BACUP personnel often contained less complete information than would have been the case if the interviews had been conducted properly.

The BACUP personnel had been expected to function as the only interviewers for the Project Directors Survey and the Black Community Survey. However, as noted in Chapter II, only half of the completed interviews for the Project Directors Survey were administered by the BACUP personnel; the remaining interviews were administered by the research assistants. Because of the unclear chain of command within the project, there were no effective sanctions which could be applied to the BACUP personnel.

Problems in the maintenance of the expected quality and quantity of interviews by the BACUP personnel became even more obvious when administration of the Black Community Survey (Questionnaire III) began in late November 1971. Although the complexity and length of Questionnaire III called for thorough training of the interviewers in administration of the questionnaire, the BACUP personnel refused to undergo training. They also refused to administer pretests so that problems in the design and method of administration of Questionnaire III could be examined under field conditions. The project schedule called for six hundred completed interviews by early January 1972, but by mid-January only thirty-seven interviews had been completed by the BACUP personnel. More than five hundred questionnaire forms and addresses in the black community had been distributed to the BACUP interviewers by early January.

As a direct consequence of the breakdown in performance by the BACUP employees on Questionnaire III and of the poor performance of the men in administering Questionnaire I, the contracts of these employees were terminated as of February 15, 1972. No other sanction was available to the project director at that point, given the poor lines of communication which had developed.

The BACUP personnel were free to participate in the interviewing for Questionnaire III on the same piece-work basis as the other black interviewers who were hired to administer the questionnaire after the contracts of the BACUP personnel were terminated in February 1971. Only a few did. Of the final sample of six hundred respondents to the Black Community Survey, approximately a quarter were interviewed by the BACUP personnel.

Although the BACUP personnel were no longer formally associated with the project after February 15, 1972, Roy Williams, chairman of the organization, played a major part in originating and coordinating the Black Community Conference which was held in April 1972. Mr. Williams served as co-chairman for the conference and helped to write the conference findings.

The failure of the BACUP personnel to perform satisfactorily as employees in the project must not be attributed solely to their work habits. One reason why they failed to live up to job expectations was because they received little direct supervision of their activities as project employees. Based at the Black Coalition office in the black community of Champaign-Urbana, the BACUP employees felt no need to keep regular hours or to maintain a specific work timetable. As stated above, the two survey supervisors exercised little control over the activities of the four survey interviewers.

A more fundamental reason for the failure of the BACUP personnel to perform satisfactorily lies in the perspective which they brought to the project. Most had been employed previously by the U of I in various community-orientated projects, which the BACUP members perceived as of no direct benefit to the black community. What they had expected and received from the U of I in the past was only their salaries as employees. Despite the emphasis upon community involvement spelled out in the proposal for the PSR project, the previous experience of the BACUP employees led them to discount the orientation of this project. Together with their generally non-task oriented approach to employment, and with the poor supervision given them, their skepticism about the possibility of the project's leading to any significant changes in the black community inevitably led to poor work performance.

Another important reason for the poor work performances of the BACUP employees was the fact that other blacks played only minimal roles as employees in the project. The project supervisor was white, as were three of the five research assistants employed in the action phases of the project. Of the two black assistants, one worked only at the beginning of the project, during summer 1971, and one was employed only quarter-time, from September 1971 to March 1972. The project director and the U of I ombudsman recognized the desirability of including as many black employees as possible in a project of this nature and made efforts to recruit black assistants, but qualified black staff members could not be found to fill all positions. The white assistants were largely responsible for planning and implementation of most of the phases of the project. It is problematical whether better working relationships would have been forged with the Black Coalition by an all-black or predominantly black team of research assistants than was the case for the white assistants. The possibility of achieving more harmonious relationships and thus better job performance might have been improved, however, if more blacks had been placed in the research assistantship positions.

Footnotes Chapter I

1. See Appendix A for a copy of the project proposal.

2. See Appendix D1 for a copy of the final version of Questionnaire I.

3. See Appendix D2 for a copy of the final version of Questionnaire II.

4. See Appendix D3 for a copy of the final version of Questionnaire III.

5. It was not expected that all of the respondents to the survey would be black, given the racial composition within the geographic area under study.

6. Material relating to the Black Community Conference is contained in Appendix H.

7. See Appendix B for a breakdown of project expenditures.

8. It was anticipated, however, that the project which is reported on here would be the first stage of a program oriented toward the local community, for which funding would be requested at a later date. As of this writing, it is unclear whether the recommendations contained in this report will be carried out as the second stage of this project or in some other way.

9. See Appendix C.

Chapter II

PUBLIC SERVICE PROJECTS AT THE UNIVERSITY OF ILLINOIS AND PARKLAND COLLEGE

Introduction

The initial area of investigation for the project centered around public service activities in current operation by the University of Illinois and Parkland College in the black community of Champaign-Urbana. The goal was to discover the scope and nature of all present community-related activities and to assess the strengths and weaknesses of these activities. This information was expected to serve as background material for evaluating the extent to which the needs of the local black community are being met through the public service activities of the two institutions.

In its evaluation of whether the black community's needs were being met, the staff expected to utilize findings from its initial investigation in approaching the black community directly. Input by the black community was made subsequently through the Black Community Survey and the Black Community Conference.[1] It was felt that the most accurate statement of the community's needs would be obtained from direct contact with the greatest feasible number of community residents.

A survey of the directors of U of I and Parkland related public service projects in the black community appeared to be a good means of obtaining necessary background information once appropriate projects were identified. This survey, referred to as Questionnaire I throughout this report, was to be a relatively minor portion of the project. It was to be administered to the directors of community-related projects by the BACUP personnel who had been hired as temporary academic employees. Part of the rationale for this use of the interviewers was that communication between project directors and members of the black community (the BACUP personnel) might be fostered in the interview situation.

Unfortunately, it was not possible to compile a complete listing of community-related projects, nor was it possible to complete interviews for all the projects identified as involving the local black community. Sampling and questionnaire administration are discussed below. Also discussed in this chapter are the data yielded by the interviews, conclusions which project staff members formulated from the data and from other sources, and suggestions of alternative means by which more reliable and comprehensive information about public service efforts might have been obtained.

The major conclusions were arrived at after other parts of the present project had been completed. The completed Project Directors Survey revealed that many U of I and Parkland public service efforts in the black community of Champaign-Urbana are planned and conducted independently from one another. The image which comes to mind is that of a patchwork of unrelated, uncoordinated programs. One of the occasional results of this lack of coordination is the duplication of various services.

The needs of the U of I and Parkland in such areas as promoting field experience for students and providing research opportunities for faculty members dictate whether many projects are undertaken; community needs are often taken into account secondarily or not at all. Although community needs should not be the only basis on which a project is undertaken, they should certainly be a central factor. It is clear that members of the community affected by various activities of higher education should be afforded opportunities for genuine, continuing input into the decision-making process in areas which affect them. It is also clear that community needs will not be met adequately until there is coordination of public service activities both internally and between the two institutions.

Questionnaire I: Sampling

The original objective of compiling a complete inventory of U of I and Parkland public service projects in the black community was not achieved. The staff began with a list of research and public service projects supplied by the U of I Contracts Office; only a brief indication of the scope of each project and a statement of the funds allocated to it were available. Project reports as such were not released by the Contracts Office. Thus the means of selection of projects from this source was necessarily faulty.

Another source of relevant projects was the annotated bibliography "The Black Community and Champaign-Urbana, an Inventory of Recorded Information," issued by the University of Illinois Library Research Center in May 1971. Although this annual publication is an excellent bibliographic compilation of books, journal articles, research reports, unpublished papers, theses, correspondence, and leaflets, actual projects are included only when they have been documented in writing. Only a few public service projects were discovered from this source.

Several additional projects which were ultimately included in the final list were found in the pamphlet "The Gown in Town: The University in its Community," published in fall 1970 by the U of I Office of Public Information. Another source of relevant projects was "Descriptive Inventory of Resources for the Ecology of Mental Health and Work with the Disadvantaged," a systematic listing of personnel, facilities, and activities available for consultative purposes at the University of Illinois, compiled in 1967.

For the most part, however, projects were included because staff members were aware of their existence, or at the suggestion of project directors who were interviewed during the early stages of the survey. Projects relating to Parkland College were included at the suggestion of Dean Phillip Walker of that college.

Some project directors were not interviewed because of the strong similarity of their activities to projects which had already been included. Other projects were not included because of their obviously minimal impact upon the black community of Champaign-Urbana. A few projects which had been completed in the recent past were included. The questionnaire format did not lend itself to interviews of directors of projects which were being planned for the future. Therefore, no projects in the planning stage were included in the survey.

Projects appraised as having the possibility of bringing about meaningful change in the lives of black people in Champaign-Urbana were included. Research projects were included only if there appeared to be some definite connection between the research and direct or possible long-range benefits for the black community. When a director was involved in more than one project, the staff interviewed him about the project which appeared to be of the greatest potential benefit to the local black community, although for three such directors interviews were conducted in regard to more than one project.

A final list of sixty-three projects related to the U of I and eight projects related to Parkland was compiled. Of the sixty-three U of I-related projects chosen for inclusion in the survey, forty-four interviews representing thirty-six projects were completed. Interviews for all of the eight projects related to Parkland College were completed. Here only forty-two of the interviews are reported upon. Three of the omitted interviews had no immediate connection with the black community of Champaign-Urbana. Three other interviews could not be reported upon because their names or directors were not identifiable or because of the poor administration of the interviews.

Interviews for nineteen of the sixty-three U of I projects identified were not conducted for the following reasons: two projects because of project directors' non-cooperation; seven projects because of directors' having left the Champaign-Urbana area; ten projects because of project directors' not being contacted or recontacted by staff members. The last group was perceived as either of low priority or of minimal importance to the survey.

Thus the final list of projects for which interviews were conducted by no means includes all ongoing and recently completed public service projects in the black community. There is no way of determining whether the projects ultimately included represent the range of community-related activities at the U of I and Parkland. Indeed, because of the value judgments staff members made about the relative impact of various projects on the black community when deciding whether to include these projects, it is probable that the range of projects is decidedly unrepresentative. The omission of certain projects cannot be explained; an attempt is made, however, to deal with the more important of these in a later section of this chapter.

Questionnaire I: Administration

In the original plan for administration of the series of surveys in this project, the six members of BACUP who had been hired as part of the project staff were expected to conduct all interviews. From the inception of funding in mid-July 1971, a one-month period of general orientation and practice in interviewing techniques took place. Training personnel and informational materials were supplied by the Survey Research Laboratory of the U of I. An additional training session was held immediately prior to the beginning of interviews for Questionnaire I. Ultimately the BACUP personnel administered only twenty-six of the interviews for the Project Directors' Survey, while the research assistants administered the remaining interviews, including all eight of the interviews at Parkland College.

The original plan did not specify a date by which interviews for Questionnaire I would be complete, but the staff assumed that by the end of September 1971 all interviewing for this questionnaire would have been done. This would have allowed a six-week period for interviewing. In fact, it was not until the end of October that all interviews for the questionnaire were completed. This was largely due to problems in communication between the research assistants and the BACUP personnel, who failed to maintain the expected interviewing schedule, and necessitated the research assistants' administering half of the total number of interviews.

Questionnaire I: Data

Because data compiled from the responses to Questionnaire I cannot be treated statistically, as indicated above, only some general impressions from the data which are available are presented here. Also indicated are general impressions about the Champaign-Urbana black community's attitudes and knowledge in the areas under consideration, where applicable, as shown by responses to the Black Community Survey (Questionnaire III).[2] Several programs for which interviews were not obtained, but which bear obvious relevance to the needs of the black community, are then considered. Finally, after a discussion of alternative means of obtaining information about projects, conclusions and recommendations are given.

A glance at the interview form for Questionnaire I shows that questions were asked in the following major areas:

(1) Geographic, racial, ethnic, or economic emphases.

(2) Project directors' opinions of success in meeting objectives.

(3) Sources and amounts of funding.

(4) Project personnel.

(5) Major problems in conducting the projects.

(6) The opinions of the directors on impact, if any, of the projects upon U of I or Parkland policy.

(7) General opinions of the directors in regard to the public service function of higher education.

The generalizations in each of these areas which have been taken from the interviews of project directors must not be construed as necessarily applicable to all community-related public service projects of the U of I and Parkland. The failure to obtain a genuine sample of such projects militates against this. The community's reactions to public service projects, expressed through the Black Community Survey, however, may be viewed as more generally applicable to the total range of such projects, even though the majority of the respondents to the Black Community Survey were not familiar with any U of I or Parkland public service project.[3]

In the Black Community Survey respondents were not asked about only these projects included in the interviews for Questionnaire I. Respondents were asked to name and comment upon any U of I or Parkland public service project in the black community of which they had personal knowledge. Respondents were familiar with a greater number of projects than were included in the interviews for Questionnaire I. Thus, although individual respondents may have been familiar with only one or two projects, the responses taken as a whole delineate general awareness of U of I and Parkland efforts in public service to the black community.

Clientele. The majority of the U of I projects which were included in the survey were directed at Champaign-Urbana, rather than at some larger geographic area. Parkland College projects centered around Junior College District 505. Some of the projects at Parkland which were specifically aimed at disadvantaged youth were necessarily concentrated where the need is greatest within the district: Champaign-Urbana.

The clientele for most of the projects at both the U of I and Parkland were the disadvantaged. The clientele for various other projects were low scholastic achievers, young people, and other special groups, but in general the projects were for the benefit of the poor, both blacks and whites. Although few projects specifically directed their rhetorical goals toward blacks, preferring economic criteria for selection of clientele, it is clear from the outcome that the majority of the beneficiaries were black.

From the perspective of the black community of Champaign-Urbana, as taken from the data yielded by the Black Community Survey, public service activities of the U of I and Parkland in the two cities do not have high visibility. Of the 525 black respondents, 166 answered question 9a, "Are you familiar with any of the programs or services which the University, or individual people at the University, are providing in the black community?", in the affirmative. Only ninety-three respondents actually made use of any of the programs or services with which they were familiar (question 9c). In a similar series of questions about Parkland College (questions 11a and 11c), forty-nine respondents were familiar with programs and services, while only thirteen made use of them.

Thus, although the projects whose directors were interviewed may be judged successful in terms of the stated goals of these projects, their existence appeared to be known to only a small number of black people in Champaign-Urbana; an even smaller number of black community residents actually participated in these projects.

Success. Question 4b of Questionnaire I asked project directors to rate the success of the major objectives of their projects (which they had been asked to state in question 4a) on a scale of zero to 100. Most directors rated their efforts highly, although no need for improvement was felt by only a few directors. Most credited at least one of their goals with an 80 per cent success rate, and virtually all directors found at least one other goal worthy of a 60 per cent rating. A few directors indicated that their projects were less successful than they might have been. Shortages of time and money, or inadequate or uncooperative personnel (question 10) were most frequently given as causes. There were almost no instances where uncooperative agencies or individuals severely hampered the efforts of project personnel, although in some instances the former did cause delays and disruptions.

What must be emphasized here is the circular nature of questions 4a and 4b. The directors were asked to rate their success in meeting criteria for success which were set up by the directors themselves, possibly after inception or completion of the projects. The survey made no provision for evaluation by anyone outside the various projects; the only point of view was internal. Thus the directors' judgments about their success must not be taken as necessarily objective.

Certain of the discrepancies between community needs and U of I and Parkland public service efforts may be attributed in part to the fact that a number of public service projects exist to fulfill the needs of the institutions' participants: for example, many students receive training through participation in various projects. Thus a given project may well be successful in affording students opportunities for field experience, but may benefit community residents only as a by-product of its principal objective.

Respondents to the Black Community Survey who had participated in U of I or Parkland public service programs were overwhelmingly pleased with these programs (questions 9d and 11d). Unfortunately, the responses give no indication of whether the projects were felt by community residents to be of high priority in meeting their needs. Nor do the responses indicate whether the respondents felt that their needs as members of the black comminity were being met by the U of I and Parkland. The low number of respondents who were familiar with or participated in public service programs of the two institutions may point to a lack of coincidence between the needs of black community residents and the objectives of the public service programs included in the survey.

The existence of discrepancies between community needs and public service efforts becomes clearer when responses to question 27 of the Black Community Survey are considered. In question 27, respondents were asked whether blacks living in Champaign-Urbana have more, less, or the same opportunity as whites in Champaign-Urbana to use U of I facilities. Three hundred thirty of the 525 black respondents felt that blacks had less opportunity than whites to use these facilities. No analogous question dealing with Parkland College was asked, but it is clear that blacks perceive their access to U of I facilities as less than whites. This perception of differential access in regard to facilities probably holds true for perception of access to participation in actual programs.

Funding. A description of funding for the projects included in the survey (question 5) is hampered by the failure of many directors to state the budgets for their projects with exactitude. Some directors did not discuss their funding at all, and other directors were unable to pinpoint the sources and amounts of funding for their projects. From the available data on funding it is possible to report only that budget figures ranged from zero to millions of dollars per year. Approximately half the projects obtained funding from a single source, usually the federal government or the U of I; state, local, and private involvement in funding was less frequent. The longevity of funding is also difficult to specify, for the budgets of even long-term projects have been modified by the vicissitudes of the economy, and hence, government appropriations. Most of the projects were short-term, one-time demonstration projects not requiring funding over an extended period of time.

The impossibility of making valid generalizations about the funding of public service projects is a function of several factors. First of all, only the projects included in the Project Directors Survey are considered here. These projects do not constitute either a complete inventory or a valid sample of public service projects at the University of Illinois and Parkland College. Besides this, even for the projects whose directors were interviewed, there is no consistency in the reporting of the sources and amounts of funding, stated above.

Only with the existence of some continuing mechanism for coordination of public service within the U of I and Parkland, and perhaps a joint mechanism of the two institutions, would it be possible to document sources and amounts of funding for public service. It would then be possible for such information to be accessible to interested parties -- including the community residents who participate in public service projects -- for the purpose of judging whether available funds are being employed in efficient and meaningful ways.

Personnel. Most of the project personnel, especially the paid personnel, were employees of the University of Illinois or Parkland College (questions 6-9). Few others received compensation. When they did, generally they were not involved in planning and directing the projects, but were employed in subsidiary positions such as recruiter, coach's aide, and secretary. With the exception of such programs as the Program for Pregnant High School Women and the Clerical Training Program, U of I and Parkland personnel received more benefits than did non-institutional personnel. In addition to direct financial compensation, these benefits include the use of project data for publications and the greater ease in promotion which comes in some cases with participation in public service efforts.[4] The projects which appeared to be of most tangible benefit to disadvantaged black people were programs planned and directed by blacks. More than anything else, this fact points to the need for black people, particularly community blacks, to be in positions of stable and continuing influence from which to plan and direct projects which are directed toward the black community.

Support for this position may be found in the results of the Black Community Survey. Questions 38 and 39 of that questionnaire deal with the respondents' opinions about black community influence in determining which programs and projects the U of I and Parkland provide in the community. The vast majority of the respondents felt that the black community should have such a voice, while a somewhat smaller majority felt that at present the black community has no such voice. This is not to say that the community felt that it should have the only voice. In question 42, asked to choose who should be responsible for developing programs and projects in the black community (the community alone, the U of I or Parkland College alone, or members of the black community working with the U of I and Parkland), 416 of the 525 black respondents chose the last alternative. Only five respondents felt that the institutions alone should be responsible for these decisions, while eighty-two respondents felt that the community alone should be responsible. This is a strong indication of the black community's belief that it should be responsible for active participation in decisions about programs which affect the community.

Problems. In the opinions of the project directors, the major problems associated with the projects were those of limited time and money. An associated problem was inadequate numbers of personnel. In some cases these problems meant that original plans for projects could not be carried out. There were relatively few instances of uncooperation, but some such instances led to problems in undertaking project activities. No project included in the survey was actually stopped because of uncooperation.

Impact on Institutional Policy. From the data of this survey alone, it is difficult to measure the impact of any particular project upon the institution with which it was connected (see questions 16-18). The majority of project directors asked for some institutional changes; most of these requests involved incorporating the project into the permanent structure of the institution, usually through the educational component. Other recommendations called for more active support of the project by other administrators or faculty members.

What does seem clear is that even without administrative decisions to change structures to provide for increased public service efforts, as more such efforts are made independently, they will become increasingly the norm.

Public Service Function of Higher Education. In answering questions 22-25, almost all of the project directors expressed the opinion that the U of I and Parkland were under an obligation to help the local community, although there were various opinions about the ideal form and range of public service.

The respondents at the University of Illinois had many different opinions about the institution's public service activity. Some project directors felt that as a state institution the U of I should provide services throughout the state. A small number of directors felt that the university has a special obligation to the local community in which it is housed. Of the latter, some thought that the U of I should provide services to the local community directly while others felt that the university's most important functions are teaching and research, and that service should consist mainly of innovative, pilot programs which could be expanded and made permanent by other agencies at the local, state, and federal levels. In general, those respondents who directed programs yielding the highest material benefit to the community--and these were primarily black--thought that the University of Illinois should aid the community directly through the provision of physical facilities and expertise.

The respondents at Parkland College generally indicated a more local orientation in their views of the college's role in public service. These respondents thought that services should be made available to residents throughout Junior College District 505, but that areas with concentrations of disadvantaged people, especially in the black community of Champaign-Urbana, deserved special emphasis. In the view of those interviewed, a major part of the college's mission should be actively providing for the needs of local community people. The project directors at Parkland also felt that the college should work together with the University of Illinois and that in many instances the results of U of I research activity were applicable at the local level by Parkland personnel. There was a strong feeling that the two institutions should work together to coordinate their efforts, although the Parkland respondents were understandedly reluctant to surrender any of their autonomy to U of I personnel.

The point which the Parkland College respondents made about the need for coordination of public service activity between the two institutions was echoed by the black community respondents to Questionnaire III. Asked whether Parkland College and the U of I should work together or separately to provide programs and projects in the black community (question 42), more than four-fifths of these respondents said that the two institutions should work together.

Other Public Service Activities in the Black Community

During the investigation of public service activities in current operation by the University of Illinois and Parkland College in the black community of Champaign-Urbana, several important existing U of I-sponsored projects were omitted. The omission of these projects can be blamed in some instances on laxity on the part of the staff and in other cases on the fact that the staff did not know the importance of these projects until the Black Community Survey was completed. Here the Affirmative Action Program, the Special Educational Opportunities Program (SEOP), Campus-Community Relations, the Black Chorus of the Afro-American Cultural Center, the Student Relations Office of Student Services, and the Community Public Service Program are discussed; their effectiveness or lack of effectiveness in the black community of Champaign-Urbana will be appraised. All of these programs should be considered together with the projects whose directors were interviewed.

Affirmative Action. The most serious problem facing blacks in Champaign-Urbana, as identified by the Black Community Survey, is unemployment. Since 1969, the U of I has staffed an Affirmative Action Office, which seeks to increase the number of blacks working in nonacademic capacities at the university, the largest single source of employment in Champaign-Urbana. The function of the Affirmative Action Office is to aid unemployed members of minority groups in Champaign-Urbana, especially black people, in seeking employment. However, even though the Affirmative Action Office is three years old, it has not been able to lower the high rate of unemployment among blacks in Champaign-Urbana, nor has it been able to secure a substantial number of jobs, other than low level, poorly paying jobs, for blacks who do manage to gain employment with the university. In the past most blacks at the university were employed in low paying positions; the present situation is little different.

One program of the Affirmative Action Office that has sought to change this situation is the Clerical Training Program. Under this program low income blacks are trained in clerical skills such as typing and filing and are subsequently placed in clerical jobs at the university.

Some respondents to the Black Community Survey indicated that they are familiar with the Clerical Training Program. However, they felt that the U of I must implement affirmative action programs in other occupational categories in order to cut high unemployment rates among low-income blacks in Champaign-Urbana.

Special Educational Opportunities Program. Another U of I program with which many black community respondents to Questionnaire III were familiar was the Special Educational Opportunities Program (SEOP). The reason for this high rate of recognition is probably because of the many black students who have come to the university under the program since 1968. The respondents were probably also familiar with the program because of the high amount of publicity it received from a black student sit-in in 1968 at the Illini Union. However, this recognition does not appear to be tied to any specific SEOP activities in the black community of Champaign-Urbana. SEOP has not actively recruited local blacks, and only a very small percentage of the students attending through SEOP are from the local black community. Most students are recruited for the program from Chicago and East St. Louis. Since 1968 the number of local black students recruited by SEOP has increased, but this number is not substantial.

Campus-Community Relations. The office of the Campus-Community Relations Program of the Afro-American Studies Commission which originated in 1970 has tried to bridge the "deep moat" that exists between the community and the university. This office has remained virtually ineffective, in part because of a lack of funds.

Student Relations Office. The Student Relations Office of Student Services was established in 1969 in order to coordinate social activities between black students and the black community. The office has suffered because of a low budget, but it has effectively coordinated such programs as the Black Mothers' Day Program, the Soul Bowl Basketball Tournament, and the Black Beauty Pageant. It has also been actively involved with helping the University of Illinois Black Chorus, referred to below, to become an established black choir within the community. Participants in all of this office's programs include black community youths as well as black U of I students.

Black Chorus. Working through the Afro-American Cultural Center, the Black Chorus has been very successful in providing musical and cultural entertainment to the local black community. The chorus consists of both black students and black community youths. The chorus performs regularly at black community churches and is part of a choir which consists of all similar musical groups in the black community. In conjunction with the Black Chorus and the black churches the Afro-American Cultural Center has brought gospel singers and other black-oriented entertainers to Champaign-Urbana; these performances have been highly attended by black community residents. All of this entertainment is admission free and tickets are circulated within the black community as well as on the University of Illinois campus. Many respondents to the Black Community Survey were familiar with this program.

Solving Problems Associated with the Questionnaire

Given the inadequacies in sampling and questionnaire administration in the survey of public service project directors, the question is how the sampling and administration problems which were encountered could have been avoided or minimized. A different kind of questionnaire form might have alleviated some of these problems, while a completely different kind of approach in this part of the study might have eliminated these problems entirely. Following a discussion of changes which might have been made in the questionnaire form and means of administration, alternative directions are outlined which might have been taken to assure the compilation of a complete inventory of the public services in the black community currently operating or planned by any part of the university or Parkland.

Improved Survey. The questionnaire form which was devised for the survey of project directors did not lend itself to use by the team of inexperienced interviewers employed in this study. Aside from problems in sampling procedure, it is clear that more information could have been gained about projects whose directors were interviewed during the course of the survey by the use of a different kind of questionnaire.

The questions asked of the project directors tended to be either too general or too specific, so that important information about individual projects was often omitted. This was especially true because of the failure on the part of the interviewers to ask appropriate follow-up questions, to probe, and to note down in understandable form responses which were given. The questions which presented particular problems to the interviewers were the questions dealing with funding and personnel.

One of the reasons why these two types of questions were so difficult for the interviewers, and for the respondents as well, may have been that they asked for more detail than was readily available to the respondents. The questionnaire gave too much weight to details of funding and personnel, while neglecting other important areas entirely.

For example, in reading the completed questionnaire forms, one discovers only occasionally details about the nature and degree of participation by community residents in the various projects. No question or series of questions explores community participation in a straightforward way.

Another basic area with which the questionnaire does not deal directly is the mechanics of the projects. That is, how does a given project actually work? What are the ongoing mechanisms by which it functions? Question 3b, which asks the respondent to name the method used in conducting his project, only begins to deal with functional issues.

Because the projects included in the survey were so varied, it would have been virtually impossible to design a questionnaire which would have been uniformly applicable to all or most of them, and which would have overcome the problems outlined above. A survey using the personal interview technique, if conducted at all, should have employed a different kind of interview.

Using experienced interviewers, the survey might have consisted of a series of open-ended discussions with the project directors, other staff members, and participants from the community. Although the interviewers would have been expected to have taken adequate notes, tape recording all interviews would have insured the accurate reporting which is even more difficult to achieve in an open-ended interviewing situation than in an interview in which only closed questions are asked.

The interviewers would have been expected to have found out details about all of the major areas covered in the present questionnaire, but any particularly interesting responses would have been pursued by the interviewers. How projects actually worked and the nature of community involvement would also have been covered in detail.

The rationale for including community participants in the projects as additional respondents is to gain the community point of view. This would be particularly important in such areas as the participant's impressions of the effectiveness of individual projects. Of course, community respondents would not be expected to answer technical questions about budgeting and the like, but the attitude of these respondents on the allocation of funds to various aspects of the projects would be sought.

Survey of Administrators. An entirely different kind of survey might have yielded a more comprehensive and complete picture of U of I and Parkland related community service activity. A survey of administrators of all divisions and departments, academic and nonacademic, of both institutions might have been conducted. By means of written inquiries followed by personal contact, but with no standardized interview form, these administrators would be asked to describe all of the activities within their area of responsibility having to do with public service in the black community of Champaign-Urbana. Projects involving faculty members and other personnel from more than one discipline would be included because deans and directors of various colleges, divisions, schools, and institutes within the two institutions would be primary respondents to the survey. It would be important to consult department heads as well as deans and directors because of the frequent lack of communication between department heads and other administrators. In order to enlarge the staff's understanding, individual project directors and potential project participants might sometimes have to be contacted. But for the most part administrators would have to be relied upon to supply information about projects.

This method has the advantages of simplicity, directness, and comprehensiveness. What might be missed are the contributions of U of I and Parkland faculty members and students in their roles as individuals in the community.

Review of Available Literature. A third means of discovering facts about service activities in the black community would be to rely solely upon available literature and other written information. As indicated in the discussion of sampling procedure for the present survey, written material was not a major source for the staff's choice of projects to be included. Most of the projects which were included in the survey, however, and many more as well, have been documented in one form or another. If written material had been relied upon, it would not have been necessary to employ the inexperienced BACUP personnel in interviewing. Although certain crucial details would certainly have been missed, this first stage of the PSR project would have been concluded with dispatch and the stage of contacting directly members of the Champaign-Urbana black community would have been reached much sooner.

Community Initiative. The last possible means of surveying U of I and Parkland related community service activities which is suggested here would be to contact the Champaign-Urbana black community first. Small group discussions, either with members of existing black community organizations or with groups of black citizens formed for the purpose of discussing public service activities of the two institutions in the local community, might be an excellent means of discovering the community point of view about public service. Individual efforts in community service by faculty members and students might also be uncovered by use of the discussion method. One drawback here is that technical questions about budgeting, personnel, and related matters would not be answered, although project directors could be consulted for this information. Another drawback is the possibility that only programs with high visibility would be discussed, although a structured kind of group leadership, preferably by black staff members, might be able to direct the discussion to considerations of other less visible projects.

This kind of discussion in the community might be a natural prelude to later consultation similar to the Black Community Survey and the Black Community Conference. On the other hand, entirely different directions might be taken. Certainly a successful series of group discussions would stimulate wider interest in the topic of this study than was the actual case.

Recommendations

It is clear that the data obtained from the Project Directors Survey were of lower quality and quantity than might have been the case if a different method had been used, or if the method which was used had been adhered to with greater rigor. Nevertheless, the staff feels that certain recommendations can be made on the basis of data reported in this chapter.

The most striking fact about the projects under consideration is that they represent a disorderly, patchwork approach to public service. Even within individual departments at the U of I there appears to be little effort to coordinate public service efforts to yield maximum benefit to the community. The typical respondent to Questionnaire I gave the impression that his project was being conducted chiefly for the benefit of members of his institution rather than for community residents. If the policies of the U of I and Parkland were changed so that faculty members are rewarded for activities which benefit the community directly, then coordination of activities within and among divisions of each institution and between the two institutions might be possible. The gratuitous creation of additional bureaucratic levels is not being suggested, but some one office, preferably operated jointly by the U of I and Parkland, should have the authority to initiate, veto, and supervise present and future public service projects in the black community. Community participation in decision making about activities affecting the community should be encouraged.

The University of Illinois must recognize that it has greater responsibility for public service to the local community than to other localities. As the largest and most influential institution in the Champaign-Urbana community, the university must respond to local needs. This can occur only if activities are coordinated, if the U of I and Parkland work together, and if the participation of local citizens in cooperative ventures is perceived as a positive good by the two institutions of higher education.

Footnotes Chapter II

1. See Chapters IV and V for discussions of these aspects of the project.
2. Questionnaire III is considered in detail in Chapter IV.
3. See Appendix F1 for a copy of the questionnaire form, and Appendix F2 for a summary of responses to this survey.
4. In the opinion of the staff the present system of reward at the University of Illinois does not encourage faculty members to devote their efforts to public service except as this can be linked directly to teaching or research. Several project directors noted this as well.

Chapter III

SURVEY OF COMMUNITY SERVICE OFFICES AT COLLEGES AND UNIVERSITIES IN ILLINOIS

Introduction

In evaluating public service programs conducted by the University of Illinois and Parkland College in the black community of Champaign-Urbana, the staff was aware that achieving a balanced view of these programs, and of the two institutions' approach to public service, could be facilitated by a comparison of local programs with those at other institutions of higher education.

Questionnaire II, directed at respondents from community service offices at other universities and colleges, attempted to determine the importance of public service activities at the institutions, the way community service offices typically operate, and outstanding examples of community-related projects which might be applied in Champaign-Urbana.[1] Through the use of data yielded by Questionnaire II, as well as data yielded by other aspects of "Higher Education Public Service Responsibilities in the Black Community," the staff hoped to arrive at a realistic conception of what should be included in the community service programs of institutions of higher education. This conception could then be used to evaluate the University of Illinois and Parkland College in their relationship to the black community of Champaign-Urbana.

Sampling

Because of limitations of time and money, the staff found it impossible to contact institutions of higher education throughout the country about public service activities in their local communities. Therefore, the survey was limited to universities and colleges in Illinois. A list of forty schools considered necessary for a representative sample was compiled. Not all of these institutions were contacted. Some are not reported on because they maintain no local community service programs. Fifteen of the forty schools were omitted because of laxity on the part of the staff, poor planning in the allocation of time to complete the survey, or refusals on the part of public service directors to keep appointments with the project staff. Loop Junior College and Augustana College fall into the last category. Ultimately only twenty-five junior colleges and four-year institutions of higher education in Illinois, a small percentage of the 118 such institutions in the state, became respondents to Questionnaire II.

Administration

Questionnaire II was administered by telephone by research assistants employed in the PSR project from November 1971 to March 1972. This five-month period was felt to be adequate for administration of the questionnaire to the list of forty institutions originally drawn up by the staff.

Design

In designing Questionnaire II, the staff was interested in discovering more than examples of outstanding community service programs at other institutions, although several interesting program approaches are noted in this chapter. More generally, the staff hoped to form a realistic idea of how community service offices typically operate at institutions of higher education in Illinois.

The following major areas were encompassed by the questionnaire: 1) length of existence of office and cause of establishment; 2) location of the community service office in the administrative hierarchy; 3) budget; 4) responsibilities of the office; 5) geographic area served; 6) community access to institutional facilities; 7) involvement of community residents in policy making for the office; 8) degree of community participation in community service programs; 9) racial composition of the community served by the institution; and 10) relationship between the office and faculty members at the institution.

Problems with the Design

Budget and community usage of institutional facilities receive the most attention in Questionnaire II. Six questions related to the former area and eight to the latter. Certain other sections, such as the responsibilities of the public service office and community involvement in the institution's public service programs, should have been expanded.

The use of many closed questions limited the amount of probing which could be done to obtain a clear picture of an institution's public service programs. Since there is no pattern by which institutions structure their public service efforts, open ended questions should have been designed in order to delineate individual characteristics of both institutions and communities.

In designing the questionnaire the staff did not adequately deal with the variety of meanings the word "community" takes. To the project staff the word meant minority or disadvantaged groups in the general community. Because the staff assumed that respondents to Questionnaire II would interpret the word in the same way, no questions dealing with the racial mixtures of the communities served by the institutions, or even the community as defined by the respondent's institution, were included in the original questionnaire. This problem was discovered after approximately one-third of the questionnaires had been administered. Thereafter interviewers informed respondents that the questionnaire's focus was on public service programs affecting minority and disadvantaged groups in the local community. In Illinois such groups are usually black. If the community contained small numbers of minority group members or no minority group members, the interview was conducted nonetheless. This made it possible to compare institutional public service programs in communities with predominantly white populations with those existing in communities with sizeable minority or disadvantaged populations.

Although the use of Questionnaire II was intended to discover the specific functionings of community service programs of institutions of higher education, only one question (question 3) actually dealt with the function of the institution's community service office. No questions were asked concerning the purpose of the office, the institution's definition of public service, or the office's short- and long-term goals.

The questionnaire also contained no questions dealing with the relationship of the community service office with other offices and departments at an institution. Question 4 hinted at this relationship, asking whether community programs originate from the community service office, from the community, or from some other source. However, in order to understand the relationship between the community service office and other components of an institution, a section dealing specifically with this matter should have been included. The scope of public service within an institution can only be guessed at from responses to the questionnaire.

The only parts of Questionnaire II which deal with the importance of the community service office at all are questions 8c, 26a, and 26b. Question 8c asks to whom the director of the community service office reports. Some indication of the importance of the office can be obtained by knowing where the person to whom the community service director reports is placed in the administrative hierarchy. An understanding of the most desirable place for community service offices within the administration of institutions of higher education was not gained from responses to this question.

Questions 26a and 26b examine an institution's priorities as to teaching, research, and public service. Even though the responses to these questions may bear some validity, it is very difficult to design a question which gives an accurate picture of an institution's efforts in each of these areas. A division of functions into teaching, research, and public service may well hinder an understanding of an institution's public service in its community. After dealing with this problem during the course of the survey, the staff of this project feels that public service should not be isolated from teaching and research, but should rather be a complementary function.

Questions 26a and 26b are also misleading in that an institution which ranks public service second or third does not necessarily place little importance upon that function. In fact, the institution may be making major public service efforts. In order to eliminate the problems raised by questions 26a and 26b, additional questions should have been designed to probe relationships among the teaching, research, and public service functions.

Data

Because the directors of the community service offices at only twenty-five institutions of higher education in Illinois were interviewed for this survey, these offices in no way constitute a representative sample. The data yielded by the survey cannot be analyzed as though a sample had been obtained, and conclusions based on the data must remain tentative. Despite this limitation, the data do give indications of the relationships of certain Illinois institutions of higher education to the communities in which they are located.

Some of the respondents to Questionnaire II did not contribute to the concerns of the PSR project because of their institutions' locations in white communities with middle or high income levels. For example, Barat College, Columbia College, College of DuPage, and MacMurray College lent very little to the examination of public service by higher education to minority groups in Illinois comunities. However, the public service activities of these schools to nearby white communities demonstrated the generally greater communication between institutions included in the survey and white communities than between institutions and black or poor communities.

On the other hand, institutions such as Malcolm X College, Kennedy-King College, and Olive-Harvey College, all of which are located in areas with entirely or predominantly black populations, were not contacted for the survey. Part of the reason why these and other junior colleges located in black areas were not included is that the staff tended to contact four-year institutions. It was felt that four-year institutions would bear more responsibility for public service programs than would smaller schools with fewer resources. Unfortunately, one of the purposes of the survey was defeated by this orientation, because communities with large black populations tend to be served by small junior colleges.

When asked to consider the term community as meaning black community in their replies to Questionnaire II, several respondents replied that there was no black community in their vicinity, or that the black community did not need any assistance from the institution. The respondent from Aurora College, which is located in an area with 93 per cent white and 7 per cent black population, stated that a split in leadership within the black community exists, and that Aurora is rarely pressed to perform services for the black community. On the whole, schools located in predominantly white areas appeared to be more involved in their local communities. The respondent from Elmhurst College, which is located in a virtually all-white community, noted that in order for the school to exist, it must be involved in the community. Concordia Teachers College is located in a community which is 99 per cent white and only one per cent black. The Concordia respondent indicated that no poor people lived in the area, but that the school is very much involved in community service activities.

In general, the responses to Questionnaire II indicate that when a community contains a sizeable black population institutions of higher education in that community do not become as involved in public service to the community as do institutions in all-white communities. Moreover, those public service programs which are directed at black communities appear oriented toward peripheral concerns rather than toward central community problems. This evaluation may, however, be an oversimplification. Some examination must be made of the racial differences among communities mentioned in the responses to Questionnaire II. The general characteristics of the institutions need to be examined as well. Unfortunately, Questionnaire II does not explore either of these matters; it focuses upon community service offices at the institutions. There are probably consistent differences in the nature of public service programs offered by institutions based upon social and economic differences in the communities in which institutions are located.

One important consideration of which community service offices of institutions located in black communities must be fully aware is that the problems faced in these communities are more serious than are problems facing most communities with predominantly white populations. As in the black community of Champaign-Urbana, the problems of most black communities center around basic issues such as housing and employment.[2] On the other hand, problems in predominantly white communities tend to be problems in sustaining or enlarging what residents already have. The public service programs of many institutions in white communities are geared toward farming, business, and other special interests.

The question of whether any major differences between the public service activities of public as opposed to private institutions was raised, on the basis that institutions which derive their support from public sources might initiate and be responsible for more public service programs than private institutions. This distinction was not evident from the data yielded by responses to Questionnaire II, perhaps partially because of limitations in the scope of the questionnaire. Of the twenty-five institutions included in the survey, seventeen were private, while eight were public. The most general conclusion which can be drawn in regard to this point is that private as well as public schools have found it their responsibility to provide services to the communities in which they are located.

Of the twenty-five respondents, eleven indicated in response to question 4 that at their institutions community service programs originate not only from the public service office and from the community, but also from other departments or individual faculty members. For example, the respondent at Illinois Institute of Technology indicated that community service programs originate in various departments at the institute, and that the public service office functions chiefly as a public relations office, reporting on community service efforts throughout the school.

The responses to question 26a indicated the role of public service in relation to teaching and research. Those interviewed were asked to rank teaching, research, and public service in order of importance to their institution.

The most popular ranking was teaching as most important, public service second, and research third. Only one respondent (from Concordia Teachers College) ranked public service as first in his school's priorities. Public service is ranked second behind teaching, of equal importance with research after teaching, or second to teaching with no research activity at the institution by a total of eighteen respondents. The remaining six respondents placed public service as third in importance to teaching and research.

The notable point here is that all six of the institutions at which public service was ranked third in importance are located in communities with sizable black populations.

Another striking fact yielded by the responses to Questionnaire II is that many public service offices function largely or entirely in public relations capacities. Although no specific question was asked concerning this point, probing of responses to question 3 and to other questions made the public relations function of many offices obvious. Slightly more than half of the offices perform some public relations function. The public service programs of four of the institutions included in the survey emphasize adult and continuing education rather than community action or other projects.

Only seven of the twenty-five institutions maintained public service offices responsible for a broad range of community service activities. This is not to say that the programs of these seven offices are the most effective; several of these offices have undergone various problems in attempting to institute effective public service programs.

Several community service offices which were included in this survey appeared to have been successful in fostering community participation and in initiating programs which the community perceives as important in helping to solve its problems. Northeastern Illinois University in Chicago maintains a Center for Inner City Studies in an all-black neighborhood on the near South Side of Chicago, although the university itself is not located in that community. The center initiates community programs based upon interests expressed by the community. A community council was formed at the center because of the realization that university personnel cannot be the only judges of what the community needs. Through the council, community residents have the opportunity to review programs before and after implementation. There is a high degree of black community involvement in the center. The respondent from Northeastern Illinois University indicated that the Center for Inner City Studies is low on the school's set of priorities, and that this is a hindrance when budget allocations are made.

Chicago State University, located in a community with a majority of black residents, maintains an office of community services which serves as a clearing house for coordination and initiation of programs for the local community according to the community's needs. Community residents are members of the office's steering committee and advisory council. The community has the power to review programs prior to and after implementation. Partly because of the high proportion of Chicago State students who come from the local community, this university defines itself as an institution without walls. A positive manifestation of this attitude is the involvement of the community service office with other agencies in the local community.

In 1968 Southern Illinois University, located in a community containing a black population of 11 per cent, organized University Services to Carbondale upon the request of the black community of the city. The community wanted

Southern Illinois University to make its resources available to local residents. University Services to Carbondale both initiates and coordinates programs for the black community. The respondent at this office defined public service as extremely important to the university.

Kendall College is located in a community with a black population of 8 per cent. As a result of black students' demands in 1968, Kendall formed an Afro-American Office which initiates and coordinates black community programs. The respondent from the Afro-American Office indicated that the community is necessarily involved in the office's work, because it is the community which the office is mandated to serve. Although the office has taken on more responsibilities since 1968, its budget has been decreased three times during this four-year period.

Urban Information Processing System

As part of a Title I project of the Higher Education Act, in the same category as "Higher Education Public Service Responsibilities in the Black Community," the Urban Information Processing System at the Chicago Circle campus of the University of Illinois collected data on community services conducted by institutions of higher education in Illinois. A report of the Chicago Circle project briefly describes public service programs at fifty-two Illinois institutions.[3] The report is expected to be updated periodically.

The effort at Chicago Circle appeared to be similar in some respects to the PSR project, especially to Questionnaire II. The approaches of the two projects differ in that the Urban Information Processing System gathers information from institutions on all community service programs, while the staff in Champaign-Urbana contacted only directors of community service offices for Questionnaire

II. The general approach employed by the Urban Information Processing System might have been employed in the Champaign-Urbana project for more comprehensive data.

Eleven of the institutions contacted by the staff of PSR were also contacted by the Urban Information Process System. Of these eleven institutions, nine responded to both studies. These schools are Bradley University, Danville Junior College, Illinois State University, Lincoln College, Northeastern Illinois University, Sangamon State University, Southern Illinois University, Triton College, and the University of Illinois at Chicago Circle. Neither of the two institutions which were the major emphasis of the Champaign-Urbana project--the University of Illinois at Urbana-Champaign and Parkland College--are included in the report of the Urban Information Processing System.

The Chicago Circle report is organized into twenty categories of institutional programs for the community, such as city planning, day care, educational opportunities, housing, transportation, and retirement programs. These groupings provide a good basis for a directory of institutional community programs, but the directory is limited in that only general program descriptions are included.

A more exacting effort, directed toward institutions in general rather than only community service offices, might overcome the flaws in both the questionnaire and in the limited scope of the Chicago Circle project. Certainly the existence of a clearinghouse for information on local community service activities is useful, but such activities should be viewed in relation to other activities at given institutions and at institutions serving the same geographic area.

Conclusions

In the following paragraphs suggestions are made for improving the functioning of community service offices. These suggestions are based upon data collected by the administration of Questionnaire II and are consistent with data gained throughout the course of "Higher Education Public Service Responsibilities in the Black Community."

Institutions in communities heavily populated by black people tend to aim community service programs at secondary problems. Basic issues such as employment and health services often receive attention only from researchers. Institutions of higher education located in or near black communities must focus their efforts upon action oriented programs to help solve the most critical problems in these communities.

More efficient use of resources could be achieved if institutions serving the same community pooled their efforts in administering programs in the community. Often, however, there is little or no attempt at coordination even within one institution. Internal coordination is a necessary first step before inter-institutional coordination can be effected.

Community service offices should cease functioning as public relations offices. Until this is done action programs will continue to be relegated to secondary positions.

The community service office within each institution should be the medium through which all programs affecting the local community must be conducted. Duplication of programs could thus be eliminated. Problem areas and specific needs, as identified by the community service office staff together with the community, could be made known to appropriate personnel at the institution. The community service office should be granted authority and funding to initiate programs, but should be required to remain in constant consultation with the community.

Neither data yielded by Questionnaire II nor data available from the Urban Information Processing System are sufficiently complete to give an accurate picture of the scope of public service activities of higher education in Illinois. Neither study pinpoints factors leading to success or failure of an institution's public service programs. A different version of Questionnaire II, directed toward institutions of higher education in general rather than toward community service offices, might well supply some of the answers in these areas. A different kind of questionnaire might also help in assessing various administrative arrangements for community service offices. Such an assessment would be invaluable to institutions of higher education wishing to provide services to local communities for maximum benefit to the community.

Footnotes Chapter III

1. See Appendix E1 for a copy of Questionnaire II and Appendix E2 for a list of respondents to the questionnaire.

2. See Chapter V for an analysis of the Champaign-Urbana black community's perception of problems facing the community, as learned from the results of the Black Community Survey (Questionnaire III). See also Appendix F2 for tabular results of Questionnaire III.

3. "Digest of Community Service Projects Conducted by Institutions of Higher Education in the State of Illinois," Urban Information Processing System, University of Illinois at Chicago Circle, 1972.

Chapter IV

BLACK COMMUNITY SURVEY

Consultation with as many members as possible of the target population of the project, the black community of Champaign-Urbana, was a major goal of the staff in its attempt to delineate effective programs and mechanisms for public service to the black community by higher education. The proposal for "Higher Education Public Service Responsibilities in the Black Community" stated this goal explicitly:

> An assessment will be made, through black community leaders and residents, of the specific needs as expressed by the community... the effort will be comprehensive in that a determination will be made of needs in all of the functional areas normally engaged in by institutions of higher education and governmental agencies.

In order to achieve systematic, widespread expression of the ideas and attitudes of community residents about the public service roles of the University of Illinois and Parkland College, a questionnaire directed at the local black community was composed. From the early stages of the project, the use of such a questionnaire had been conceived as the most efficient means of insuring substantial community input.[1] The staff proceeded from the assumption that meaningful public service activity by institutions of higher education in local communities is possible only through mutual decision-making processes by the communities and the institutions. This assumption was reflected both in the use of Questionnaire III and in the nature of the questionnaire, which focuses upon present and future relationships among the black community of Champaign-Urbana, the University of Illinois, and Parkland College.

Complete accounts of the sampling and administration procedures for the Black Community Survey are given in Appendix F4, as is an analysis of the design of the questionnaire. Problems in sampling, administration, and design of Questionnaire III are also discussed in that appendix. Below, brief summaries of sampling and administration procedures employed for the Black Community Survey will be given.

Using a geographic definition of the black community of Champaign-Urbana, a sample of 1,000 households was drawn. Interviewers were assigned specific addresses at which they were instructed to interview any members of the household age eighteen or older. The respondents to the questionnaire were 525 blacks and seventy-five whites. The latter were interviewed but their responses were not considered together with those of the black respondents. Based upon 1970 United States Census data, 525 black households represent approximately 10 per cent of the total black population over eighteen years of age in Champaign-Urbana.

Interviewing for the survey was conducted first by the BACUP personnel employed in the project, who administered approximately one-quarter of the interviews, and then by twenty other black residents of Champaign-Urbana, seven of whom administered most of the questionnaires. The survey was conducted from late November 1971 through March 1972 under the supervision of one of the research assistants employed in the PSR project.

Questionnaire III: Summary of Important Data

Here the most striking points in the data given by the 525 black respondents to the Black Community Survey are presented in outline form. Each point is substantiated and elaborated later in this chapter, after the characteristics of respondents are delineated.

1. Respondents did not generally recognize or recall existing community service programs and projects related to the U of I and Parkland. Personnel of the two institutions were also unfamiliar to the respondents, especially those with low educational levels who constitute the bulk of the sample for the survey. Although most of those who have made use of U of I and Parkland programs are pleased with them, only a small number of respondents have actually used programs. Programs oriented toward black people are the programs which appear to best fulfill black community needs.

2. The establishment of a joint U of I - Parkland information center, to be located in the black community, was strongly endorsed by respondents to the survey.

3. Most respondents agreed that the U of I and Parkland should work together rather than separately in the provision and development of programs and projects to meet the needs of the black community.

4. The location in Champaign-Urbana of the U of I and Parkland was perceived, on balance, as assets to the black community, although many respondents felt that the presence of the two institutions creates certain problems as well.

5. Although their attitudes toward administrators at both institutions are more negative than are their attitudes toward faculty members or students, respondents perceive administrators more than teachers or students as being able to aid the black community.

6. Respondents perceive white residents of Champaign-Urbana as having more access to U of I facilities than do black residents. A strikingly high percentage of respondents pointed to institutional and individual racism as the reason for this situation. Respondents also indicated that groups from outside Champaign-Urbana have more opportunity to use U of I facilities than do black

residents of the two cities, but the perception of this distinction as being due to race was less clear cut here.

7. An overwhelming number of respondents felt that the black community does not now have an active voice in the determination of U of I and Parkland programs and projects in the black community, but that the black community definitely should have such a voice.

8. Respondents agreed strongly that individuals from the black community, the U of I, and Parkland should work together in providing programs and projects in the black community. The best mechanism by which proposed programs should be approved or rejected, however, was felt to be meetings open to the black community at large.

9. The most serious black community problem perceived by respondents was that of employment. The ways in which the U of I and Parkland should attack this problem were viewed as entailing accelerated affirmative action in the provision of additional jobs to members of the local black community and in additional job training programs. Other major problem areas noted by respondents were housing, crime, drug and alcohol abuse, racism, police, welfare, schools, and gangs. In comparison to the concern showp for these problems, relations with the U of I and with Parkland were seen as of minimal importance.

10. Respondents judged the increased provision of jobs and job training as the most important ways in which existing U of I and Parkland facilities could be put to use for the benefit of the black community of Champaign-Urbana.

Questionnaire III: Characteristics of Respondents

The 525 black residents of Champaign-Urbana, representing 525 black households, who were respondents to the Black Community Survey constitute a sample of approximately 10 per cent of the black households within the SMSA of Champaign-Urbana. Although the respondent's sex was not recorded, other pertinent demographic information was noted.

The largest single group of respondents was between the ages of twenty-one and twenty-nine, with most other respondents between the ages of thirty and sixty-five (question 48).

age	number (and %) of respondents	
18-20	28	(5.5)
21-29	124	(23.2)
30-39	100	(19.5)
40-49	108	(21.1)
50-65	101	(19.7)
over 65	52	(10.1)
totals	513	(100.1)[2]

Slightly less than half of the respondents were married (question 49). The remaining respondents were grouped fairly equally into other categories of marital status:

marital status	number (and %) of respondents	
single (never married)	79	(15.3)
married	250	(48.3)
separated	72	(13.9)
divorced	54	(10.4)
widowed	63	(12.2)
totals	518	(100.1)

The composition of the households in which respondents resided reflects the median occupancy rate of three persons per household shown for the black population of Champaign-Urbana by 1970 United States Census data.[3]

Two-thirds of the respondents had completed between nine and twelve years of education. Of this group, 178 respondents had completed high school.

grades completed in school	number (and %) of respondents
1-8	127 (25.1)
9-12	339 (67.0)
13 plus	40 (7.9)
totals	506 (100.0)

Approximately one-fifth of the respondents stated that they had received vocational or technical training (question 52a).

Almost a quarter of the respondents to question 57 reported annual incomes of less than $2,500, while 8.8 per cent of those responding to this question reported incomes of more than $11,000 per year. The most obvious feature of the tabulation below is the low income levels of most of the respondents.

annual income	number (and %) of respondents
$ 3,999 and under	213 (46.9)
$ 4,000 - $ 7,999	144 (31.7)
$ 8,000 - $10,999	57 (12.6)
$11,000 and over	40 (8.8)
totals	454 (100.0)

When respondents' educational level is compared with annual income, not surprisingly, a strong positive relationship is found:

annual income	grades completed in school number (and %) of respondents			
	1-8	9-12	13 plus	totals
$ 3,999 and under	76 (65.5)	118 (40.8)	11 (28.9)	205
$ 4,000 - $ 7,999	33 (28.4)	96 (33.2)	14 (36.8)	143
$ 8,000 - $10,999	5 (4.3)	45 (15.6)	6 (15.8)	56
$11,000 and over	2 (1.7)	30 (10.4)	7 (18.4)	39
totals	116 (99.9)	289 (100.0)	38 (99.9)	443

$\gamma = .43$

This positive relationship is a confirmation of the internal consistency among responses to various questions, but is not in itself especially noteworthy.

Occupations reported by respondents vary widely with the largest categories those of housewives (ninety-four respondents), the unemployed (ninety-two respondents), and service workers (seventy-seven respondents) (question 53). Comparatively small numbers of professionals (nine) and students (eighteen) were respondents to the questionnaire.

Ten respondents reported their occupation as "welfare" or "ADC." Presumably some of the respondents who classified themselves as unemployed, housewives, disabled, or retired also receive income from public assistance. Among the fifty-two respondents who reported that they were age sixty-five or older, only thirty-five classified themselves as retired.

Almost three-quarters of the respondents have resided in Champaign-Urbana for longer than ten years. Only twenty-one reported that they have lived in the area for less than one year. It may be inferred that the respondents were generally not drawn from a transient population, but rather were tied to Champaign-Urbana in various ways.

The typical black respondent to Questionnaire III, then, was married, had completed between nine and twelve years of education, lived in a household of three persons, had an annual income of less than $3,999, was likely to be either a housewife or unemployed, and had lived in Champaign-Urbana for more than ten years.

In contrast to the 525 black respondents to this survey, the seventy-five white respondents generally resided in households containing fewer persons under the age of eighteen, were more highly educated, had lived in the Champaign-Urbana area for less time, and were more likely to have annual incomes above $2,500. In regard to the white respondents' occupations, higher proportions of students, professionals, self-employed, and retired were reported than for the black respondents.

Questionnaire III: Data

Institutional Ties. Personal connections between themselves or other members of their families and academic personnel at both the University of Illinois and Parkland College were reported by relatively few black respondents (questions 1-4). The group with the greatest number of personal contacts with blacks in Champaign-Urbana was Parkland College teachers; 29.7 per cent of the black respondents or one of the members of their family were personally acquainted with at least one teacher from Parkland, although the name of the teacher was not always recalled by the respondent. Parkland administrators and U of I teachers were the groups for which black respondents reported the lowest percentage of personal acquaintance. In contrast, the white respondents reported the highest rate of personal acquaintance with U of I teachers. These data are summarized below.

	blacks			whites		
	number (and %) of respondents					
personal acquaintance	yes	no	totals	yes	no	totals
with U of I teachers	83 (16.0)	436 (84.0)	519 (100.0)	24 (32.4)	50 (67.6)	74 (100.0)
with U of I administrators	99 (19.1)	420 (80.9)	519 (100.0)	15 (20.0)	60 (80.0)	75 (100.0)
with Parkland teachers	153 (29.7)	362 (70.3)	515 (100.0)	10 (13.3)	65 (86.7)	75 (100.0)
with Parkland administrators	83 (16.3)	425 (83.7)	508 (100.0)	6 (8.0)	69 (92.0)	75 (100.0)

Although the generally low level of personal acquaintance with academic personnel by respondents cannot be used to point to lack of familiarity with the two institutions, it does indicate that the paths of black community residents and those of the academic personnel tend not to cross. This is further indicated by responses to questions 9 and 11, which asked respondents whether they were familiar with and made use of programs and services provided in the black community by the U of I and Parkland, or by individuals at the two institutions. Although 166 of the black respondents were familiar with U of I programs in the black community, only ninety-three respondents, or 17.7 per cent of the 525 black respondents, actually made use of such programs. Even fewer respondents (forty-nine) were familiar with Parkland programs, and only thirteen of these made use of the programs.

Of the ninety-three respondents who indicated that they, or members of their families, had made use of U of I programs or services in the black community, an overwhelming majority (seventy-three) stated that they were pleased with those programs or services (questions 9c and 9d). Those who were familiar with U of I programs or services in the black community agreed that the university is providing more programs at present than in the past (question 10).

The program mentioned most frequently by respondents was the PAL program, which has no formal ties with the U of I, but rather is sponsored by the university YMCA. Twenty-seven respondents expressed enthusiasm about this program.[4] The second most frequently mentioned program was the Black Chorus, mentioned by ten respondents, while the Black Talent Shows were mentioned by eight respondents.[5] The twenty-two other programs named by respondents received from one to five mentions each.

What is noteworthy here is that U of I related programs most frequently endorsed by respondents are programs which function under black direction and which are community rather than U of I based.

Only forty-nine respondents indicated that they were familiar with Parkland programs or services in the black community. Of this number, almost half mentioned the Preparedness Program (questions 11a and b); six respondents mentioned the Dental Hygiene Program.[6] All of those responding to question 11d indicated that they were pleased with Parkland programs. However, the number of responses (nine) to this question was so small that it is difficult to attach any significance to them. All of those responding to question 12a (39 respondents) indicated that they felt that Parkland is now providing more programs and services than in the past.

From responses to questions 7 through 12 it may be seen that although the black community is in need of various kinds of services, which the U of I and Parkland are capable of providing and in some cases may already be providing, community residents are for the most part unaware of the existence of specific services. Residents who do know of the existence of specific services tend not to take advantage of them.

Also noteworthy is that residents who may be in the greatest need of services by the two institutions appear to be the least likely to be aware of the existence of services: the lower the educational level of the respondent, the less likely he is to be familiar with either U of I or Parkland programs in the black community. This relationship between educational level and familiarity with services is demonstrated in the following cross tabulations, which compare responses to questions 9a (familiarity with U of I services) and 11a (familiarity with Parkland services) with responses to question 51 (education).

familiarity with U of I programs in black community	grades completed in school number (and %) of respondents			
	1-8	9-12	13 plus	totals
no	109 (86.5)	215 (64.0)	17 (42.5)	341
yes	17 (13.5)	121 (36.0)	23 (57.5)	161
totals	126 (100.0)	336 (100.0)	40 (100.0)	502

$\gamma = .55$

familiarity with Parkland programs in black community	grades completed in school number (and %) of respondents			
	1-8	9-12	13 plus	totals
no	121 (96.8)	301 (90.4)	29 (72.5)	451
yes	4 (3.2)	32 (9.6)	11 (27.5)	47
totals	125 (100.0)	333 (100.0)	40 (100.0)	498

$\gamma = .58$

	number (and %) of respondents		
familiarity with	yes	no	totals
U of I programs in black community	166 (32.1)	351 (67.9)	517 (100.0)
Parkland programs in black community	49 (9.5)	465 (90.5)	514 (100.0)
SEOP	198 (38.6)	315 (61.4)	513 (100.0)
Preparedness	139 (26.6)	383 (73.4)	522 (100.0)

Although almost three times as many respondents were aware of the Preparedness Program than of other Parkland programs and services, as shown by the above table, the rate of recognition of the Preparedness Program was relatively low. This program is directed specifically toward economically disadvantaged residents of Junior College District 505, many of whom are concentrated in the black community of Champaign-Urbana. The low rate of recognition points to the need for more communication between Parkland and the black community in regard to the program.

On the other hand, more than one-third of the respondents were aware of the Special Educational Opportunities Program at the U of I. As pointed out in Chapter II, very few SEOP students are drawn from the black community of Champaign-Urbana. Surprisingly, a program which benefits few black community residents is more widely known in the community than is a program directed specifically toward community residents. This may be due to the fact that the U of I has more media resources available to it than does Parkland.[7]

In comparison with the low rates of familiarity with U of I and Parkland programs and services in the black community, respondents or members of their families were more likely to have made use of cultural and recreational facilities physically located at the two institutions.[8]

	use of U of I facilities number (and %) of respondents yes	 no	 totals
Illini Union	319 (62.9)	188 (37.1)	507 (100.0)
gymnasiums	171 (34.1)	323 (65.4)	494 (100.0)
museums	147 (30.4)	337 (51.5)	484 (100.0)
theaters or concert halls	243 (48.5)	258 (51.5)	501 (100.0)
Auditorium	250 (51.5)	235 (48.5)	485 (100.0)

	use of Parkland facilities number (and %) of respondents yes	 no	 totals
Jefferson Auditorium	65 (13.2)	428 (86.8)	493 (100.0)
Student Center	83 (16.7)	413 (83.3)	496 (100.0)
Armory	91 (18.5)	401 (81.5)	492 (100.0)

It may be seen from these tables that black community residents utilize U of I facilities to a far greater degree than they do Parkland facilities. This is understandable in view of the fact that the U of I has far more to offer the public in the way of facilities and special events than does Parkland. Parkland is a comparatively new and small institution, not yet established on a permanent campus. However, as a community college Parkland's responsibility to its immediate community is less ambiguous than is that of the U of I.

When respondents who did not utilize Parkland facilities were asked why they did not (question 8c), the most frequent reply was that they had no need or reason to do so (186 respondents). Forty-four respondents stated that they were not aware that any Parkland facilities are open for use by the public. This is an additional indication of the lack of adequate channels of communication between Parkland and the black community.

Those respondents who had made use of the Parkland or U of I facilities named in questions 7a and 8a indicated by a wide margin that they had received good treatment while using facilities at both institutions.

Although far less use is made of Parkland programs in the black community and of facilities at the college than at the U of I, slightly more respondents, or members of their families, have been students at Parkland than at the university. Almost half of those having attended Parkland were not enrolled in any degree program. This is in line with Parkland's function as a community college. The table below summarizes responses to questions 5a, 5b, 6a, and 6b.

	attendance at the U of I and Parkland number (and %) of respondents		
	yes	no	totals
U of I	91 (17.7)	423 (82.3)	514 (100.0)
for degree requirement	68 (81.0)	16 (19.0)	84 (100.0)
Parkland	108 (20.9)	409 (79.1)	517 (100.0)
for degree requirement	49 (54.4)	41 (45.6)	90 (100.0)

The responses to questions 1 through 12 reveal clearly that black community residents of Champaign-Urbana are largely disconnected from personnel and services at the two local institutions of higher education. Residents who appear to be most in need of community service programs, those with the lowest educational levels, have the least contact with the U of I and Parkland. The need for greater outreach into the black community by the two institutions is obvious.

Need for Outreach. Greater outreach into the black community is supported strongly by respondents to this survey. More than three-quarters of the black respondents stated that they would make use of an office offering information about facilities and programs available at the U of I and at Parkland (question 13). In the opinion of 304 respondents, such an office should be located in the black community rather than on either the university or the Parkland campuses (question 15).

Question 14 was asked in order to discover to whom black community residents would turn for help in contacting such an office if they did not wish to contact it themselves. Almost nine-tenths of the respondents to question 14, however, stated that they would contact such an office personally.

As the educational level of respondents increases, there is a decreased tendency to ask someone else for help in contacting an information office, and an increased tendency to contact such an office personally, as shown in the cross tabulation below.

	grades completed in school number (and %) of respondents 1-8	 9-12	 13 plus	 totals
contact personally	67 (72.0)	245 (91.1)	34 (97.1)	346
ask someone else	26 (28.0)	24 (8.9)	1 (2.9)	51
totals	93 (100.0)	269 (100.0)	35 (100.0)	397

$\gamma = -.62$

Thus, if an information office were established, special outreach efforts should be made to contact more poorly educated community residents, who would be less likely to seek out information for themselves.

Specific names or types of people mentioned in response to question 14b were so rare as to be useless for discerning patterns of perceived leadership in the black community.

The most important information to be gained from response to these questions is that black community residents endorse the idea of an office, to be located in the black community, which would serve as an information center about programs and facilities of the University of Illinois and Parkland College.

White respondents to the survey endorsed the idea of an information center by a smaller margin (58.3 per cent). Whites also differed markedly from blacks in that more than half of the white respondents to question 15 felt that an office of this type should be located on the U of I campus.

Both blacks and whites agreed by wide majorities that Parkland College and the U of I should work together rather than separately in providing programs and projects in the black community (question 41a).

Responses to the questions under discussion lead to the conclusion that in order to reach the black community effectively, an information center should be established in the black community.[9] This center should be a joint effort of the U of I and Parkland and should make special efforts to reach the more poorly educated black community residents. Differences between black and white responses to questions 13 through 15 as well as to questions 9 and 11 indicate that such an office should be oriented toward black people in terms of staffing and programs emphasized. A similar center aimed at white residents of Champaign-Urbana might also be endorsed by the community at large, but an exploration of this possibility is outside the scope of this study.

Relationships to the Institutions. Questions 16 through 20 deal with black community relationships with the two institutions of higher education in Champaign-Urbana as perceived by respondents to the Black Community Survey. By overwhelming majorities, both black and white respondents perceived the U of I and Parkland as assets to the black community. That is, the location of the two institutions in Champaign-Urbana helps rather than hinders the black community.

Many black respondents indicated that the U of I is a major source of employment for the black community.[10] Another frequent response was that the presence of the U of I in Champaign-Urbana increases the accessibility of higher education to local residents. Other respondents emphasized cultural and recreational facilities available at the university. A few respondents stated that community services rendered through the university were assets to the black community. Many positive responses were qualified in various ways:

> "Because it does provide jobs. Hurts in some ways, too."
> "It does help, but only up to a certain point. It could help a hell of a lot more."
> "It's helping but nowhere at the level it should."
> "If they opened up some jobs to black people it could help more."
> "At least there is someplace to party."
> "It does give a handful of blacks jobs and that's about all."
> "It doesn't help like it should. It just does a little to pacify the people."

Eighty-one black respondents felt that the location of the University of Illinois in Champaign-Urbana was a hindrance to the black community. The most frequent replies of these respondents to question 16b were the following: 1) that the cost of living in the area is much higher than would be the case if the U of I were not located in the area, and 2) that major industries do not locate in the area because of the university's presence. Only twenty-six respondents felt that Parkland's location in Champaign-Urbana was a hindrance to the black community; their reasons were similar to those cited in relation to the U of I (questions 18a and 18b).

The location of Parkland College in Champaign-Urbana was perceived as an asset to the black community by 94.1 per cent of the respondents. Parkland was perceived less frequently as a source of employment and more frequently as a means of access to higher education than was the U of I. Respondents' replies to question 18b tended to be less qualified than were their replies to the analogous question (16b) about the U of I. The opportunity for adult and continuing education offered at Parkland was mentioned by some respondents, as was the fact that educational costs are lower at Parkland than at the U of I.

More than half of the 525 black respondents were aware of Parkland's planned move to a new location (question 19). Of these, almost three-quarters noted that transportation to the new campus may constitute a problem for those attending classes and events at the college.[11]

It may be seen that although they do not generally possess specific knowledge about facilities, services, and functioning at the University of Illinois and Parkland College, respondents do have definite opinions about the effects which the two institutions have upon the black community.

Relations with Institutional Personnel. The blacks surveyed had definite opinions about what types of U of I and Parkland personnel have the greatest potential power to help the black community or individuals in the black community. Although less than half of the respondents could recall individual administrators, teachers, or students at the two institutions who have been helpful to the black community (questions 17 and 20), the individuals who were mentioned most frequently were black people. Not all of the individuals mentioned by respondents, however, have formal ties to either institution. Black administrators rather than teachers, particularly U of I administrators, tended to be named more frequently. Very few students were named as having been especially helpful to the black community.

In their answers to questions 21 through 24, respondents also indicated by wide margins their perception of administrators as more powerful than teachers, and of teachers as more powerful than students. The types of persons respondents thought most useful to contact are summarized below:

	number (and %)of respondents			
	administrator	teacher	student	totals
U of I				
for help with personal problem	193 (78.8)	35 (14.3)	17 (6.9)	245 (100.0)
for help with black community problem	237 (80.3)	37 (12.5)	21 (7.1)	295 (99.9)
Parkland				
for help with personal problem	173 (67.8)	64 (25.1)	18 (7.1)	255 (100.0)
for help with black community problem	211 (73.3)	37 (22.2)	21 (4.5)	295 (100.0)

Although administrators at the U of I and Parkland are the personnel to whom respondents would turn in all four instances, respondents were slightly more likely to turn to teachers at Parkland than at the U of I. Respondents also indicated more willingness to turn to teachers at both institutions for help with personal problems. The relatively low number of respondents who replied to questions 21 through 24 means that data yielded by these questions cannot be viewed with the same confidence as can data yielded by other questions replied to by greater numbers of respondents.

It is interesting to note that as the educational level of the respondents increases, there is a slight tendency to contact teachers and students rather than administrators to solve community problems.[12]

There is evidence that respondents perceived administrators as having more power than teachers or students to assist in solving personal and community problems. When they were asked to state their general attitudes toward administrators, teachers, and students, however, responses differed as shown below:

	number (and %) of respondents*			
	neutral	pro	con	totals
U of I administrators	116 (39.5)	111 (37.8)	67 (22.8)	294 (100.1)
U of I teachers	112 (41.0)	126 (46.2)	35 (12.8)	273 (100.0)
U of I students	124 (39.0)	163 (51.3)	31 (9.7)	318 (100.0)
Parkland administrators	119 (44.1)	123 (45.6)	28 (10.4)	270 (100.1)
Parkland teachers	106 (38.4)	154 (55.8)	16 (5.8)	276 (100.0)
Parkland students	113 (39.4)	166 (57.8)	8 (2.9)	287 (100.1)

*Tabulation combines responses from questions 36 and 37.

Again, the relatively low response rate means that data yielded by these questious are not entirely reliable. The data do indicate that general attitudes toward teachers and students at the two institutions are less negative than attitudes toward administrators. U of I administrators received more negative responses than did any other group, while the fewest negative responses were received by Parkland students. Attitudes toward U of I students also tended to be neutral or positive.

Thus, from the limited data yielded from responses to questions 21 through 24 and 36 through 37 it appears that although community residents evince more negative attitudes toward administrators than toward teachers or students, residents nevertheless perceive administrators as more likely than teachers or students to be able to aid in the solution of personal and community problems.

Black Access to Institutional Facilities. There are strong indications that black residents of Champaign-Urbana perceive whites in the area as having more opportunity to use U of I facilities (question 27). Sixty-five per cent of the black respondents felt that they have less opportunity than whites living in Champaign-Urbana, while only 2.1 per cent felt that they have more opportunity. Approximately 32 per cent felt that opportunities for black and white residents of Champaign-Urbana were the same.[13]

In their responses to question 27b, many of the respondents' perceptions of themselves as having less access to U of I facilities than whites indicated racial reasons for this situation. Approximately two-thirds of those answering "less" to question 27a gave such responses as the following:

> "The white folks have more jobs there and you see more of them working there and less Negroes. They should have the same rights as whites, but..."
> "The black man always has it worse than the white man."
> "The majority of the people in charge are racist."
> "Blacks are discriminated against. They don't even want our children in the Union building."

"Lots of places you can go and they act funny. A white man is a
white man, don't care where he's at."
"The lack of jobs for blacks."
"Discrimination, particularly at Huff (gymnasium)."
"Now you know as well as I do that we can go so far as the whites
let us. They have the money."
"Because Whitey doesn't trust us. Every time we get a lot of us
together they always have to watch us."
"Transportation problem; financial problem; blacks ain't aware of
most University of Illinois facilities."

A smaller percentage of black community residents responding to question 28 (40.1 per cent) felt that groups from outside Champaign-Urbana have more opportunity to use U of I facilities than do black residents of Champaign-Urbana; 35.9 per cent felt that opportunities were equal. Twenty-four per cent of the respondents to this question indicated that outside groups have less opportunity to use facilities than do blacks from Champaign-Urbana. Open ended responses to question 28b, however, demonstrated that many respondents misinterpreted question 28. Typical replies to question 28b of respondents who had answered "less" to 28a follow:

"Blacks don't have the money to rent facilities."
"Because if they are white they have more of a chance."
"Many blacks are afraid to use it because of past experience."

Thus responses to question 28 cannot be assumed to be valid for all respondents.

Community Input into Decision-Making. The related issue of black community input into U of I and Parkland programs and projects in the black community was dealt with in questions 38 and 39. By overwhelming majorities, black respondents felt that 1) the black community does not now have an active voice in determining either U of I or Parkland programs in the black community, but that 2) the black community should have such a voice.

The large majority who felt that the black community does not now have an active voice in the determination of U of I and Parkland programs and projects in the black community would have been even higher if some respondents had not misinterpreted questions 38a and 39a, either as "should" questions or in other ways. Examples of "yes" responses commented upon in questions 38b and 39b indicating such misinterpretations follow:

> "The black community should partially control its own destiny."
> "If anything is to be provided we would have to tell them what."
> "All programs and services are determined before they are provided in the black community."
> "I don't remember being asked."
> "If the program is for blacks, they should."
> "Whatever they do in the black community some official has suggested."

Other respondents answered "yes" to questions 38a and 39a, but felt that the black community's voice tended to be small and limited:

> "Just a small say so."
> "Some but not enough."
> "Only certain ones are concerned."
> "The last few years we had a small voice in determining some programs."
> "In a way. Otherwise we probably wouldn't have any programs in the community."

Thus the perception of present black community input is that such input is either nonexistent or minimal, but that it should be increased for both U of I and Parkland programs.

The high proportion of respondents who agreed that the University of Illinois and Parkland College should work together in providing programs in the black community has already been noted. More than 80 per cent of the respondents to question 41a felt that the two institutions should work together, stating in response to 41b that it would be more beneficial to the black community that if the two institutions work separately.

Responses to question 42 are consistent with those to question 41. Question 42 asked whether 1) the black community alone, 2) the U of I or Parkland alone, or 3) members of the black community working with the U of I and Parkland should be responsible for developing programs and projects in the black community. More than 80 per cent of the respondents chose the third alternative. When responses to question 42a are compared with those to question 27a (access of blacks compared to whites in Champaign-Urbana), the most common response among all three groups (those answering "less," "same," or "more" to question 27a) was that the U of I, Parkland, and black community residents should work together in developing programs and projects in the black community.

responsibility for developing programs	blacks access to U of I facilities compared with whites' in Champaign-Urbana number (and %) of respondents less	same	more	totals
black community only	68 (22.7)	10 (6.8)	1 (14.3)	79
U of I or Parkland only	1 (0.3)	4 (2.7)	0 (0.0)	5
all working together	230 (76.9)	134 (90.5)	6 (85.7)	370
totals	299 (99.9)	148 (100.0)	7 (100.0)	454

X^2 = 21.966 (4d.f.) significance at .0002

Respondents who answered "less" to question 27a, and who may therefore be characterized as more alienated, tended to be more likely to choose the most "nationalistic" response ("black community only") to question 42a. Those who responded "same" to question 27a, and who may therefore be characterized as more "integrated," tended to be more moderate in their responses to question 42a. The small group who felt that blacks had more access than whites tended to more "nationalistic" in responses to question 42a. This leads one to believe that this small group of respondents may have misinterpreted one or both of these questions, or may have been cynical in their responses.

Responses to question 42a were also compared with responses to question 28a, which asked whether outside groups have more, less, or the same access to U of I facilities as do blacks in Champaign-Urbana. The most popular response among all three groups answering question 28a is that the black community, the U of I, and Parkland should work together in developing programs and projects in the black community.

responsibility for developing programs	outside groups' access to U of I facilities compared with blacks' in Champaign-Urbana number (and %) of respondents less	 same	 more	 totals
black community only	31 (31.6)	26 (16.1)	10 (7.2)	67
U of I or Parkland only	2 (2.0)	0 (0.0)	2 (1.4)	4
all working together	65 (66.3)	135 (83.9)	127 (91.4)	327
totals	98 (99.9)	161 (100.0)	139 (100.0)	398

$X^2 = 27.872$ (4 d.f.) significance at less than .0001

Although among all three groups responding to question 28a the most frequent response is that the black community, the U of I, and Parkland should work together, those who feel that groups from outside Champaign-Urbana have less access to university facilities than does the black community of Champaign-Urbana were more likely to give the most "nationalistic" response ("black community only") to question 42a. On the surface this is surprising; it would appear to show that blacks who feel that they have more access to U of I facilities than do outside groups tend to give less moderate responses than do blacks who feel they have the same or more access. As indicated by responses to question 28b, however, question 28 was not viewed in purely racial terms by all respondents. Moreover, misinterpretations of question 28 appear to show that many respondents would have answered "more" rather than "less" if they had understood the question as it had been intended.

Despite the differing interpretations of question 28, the respondents clearly agree that blacks from the community should work together with the U of I and Parkland in developing programs and projects in their community. This concensus is substantiated when responses to question 42a were compared with those to question 38a, which asked whether the black community has an active voice in determining which programs and projects the U of I provides in the black community. Although there is no statistical significance in this cross tabulation,[14] a tendency for the more alienated respondents (those answering "no" to question 38a) to give a more "nationalistic" response ("black community only") to question 42a is noticeable. Again, only a small number of respondents feel that the U of I or Parkland alone should be responsible for developing programs in the black community.

The majority who had answered "yes" to question 38c and/or 39c, when asked to choose the arrangement for consultation most beneficial to the black community, felt that meetings open to the black community as a whole with power to approve or reject proposed programs and projects would be most beneficial to the community (question 40a):

best consulting arrangement	number (and %) of respondents
black community advisory group	16 (3.5)
black community-U of I-Parkland advisory group	70 (15.3)
black community-U of I-Parkland group with power	96 (20.9)
black community group with power	37 (8.1)
meetings open to black community with power	237 (51.6)
other	3 (0.7)
totals	459 (100.1)

The second most popular response to question 40a was a permanent group of people from the U of I, Parkland, and the community with the power to approve or reject proposed programs and projects. A similar group with only an advisory function was the third most popular response. The first and fourth possibilities, committees with members solely from the black community, were chosen by very few respondents. Thus, of the three most "nationalistic" choices presented, only that of open meetings was endorsed by a large number of respondents. The rejection of these "nationalistic" possibilities, especially the fourth possibility, by most respondents, may be a reflection of the community's perception that without provision for U of I and Parkland input and influence very little would be implemented.

When responses to question 40a were compared with responses to question 27a (blacks' access to university facilities compared with whites'), it was found that open meetings were the most frequently chosen response among all three groups of respondents to question 27a.

best consulting arrangement	blacks' access to U of I facilities compared with whites' in Champaign-Urbana number (and %) of respondents less	 same	 more	 totals
black community advisory group	13 (4.8)	2 (1.5)	0 (0.0)	15
black community-U of I-Parkland advisory group	37 (13.7)	27 (20.8)	0 (0.0)	64
black community-U of I-Parkland-group with power	47 (17.3)	38 (29.2)	4 (40.0)	89
black community group with power	26 (9.6)	7 (5.4)	1 (10.0)	34
meetings open to black community with power	148 (54.6)	56 (43.1)	5 (50.0)	209
totals	271 (100.0)	130 (100.0)	10 (100.0)	411

X^2 = 18.929 (8 d.f.) significance at .02

Those respondents who feel that blacks have less access to U of I facilities than do whites tend to give more "nationalistic" responses than do those who feel that blacks and whites have the same opportunity to use university facilities. Those who feel that blacks have more opportunity than do whites are an understandably small group whose responses to question 40a are difficult to categorize.

There is no statistically significant difference in responses to question 40a among the three groups of respondents to question 28a, which asked whether outside groups have more access to U of I facilities than do whites in Champaign-Urbana.[15] The most popular response among the groups feeling that outside groups have more, less, or the same access as blacks was that of meetings open to the black community.

It is also evident that respondents giving the more "nationalistic" responses to question 40a tend to be the more alienated respondents, as shown by "no" responses to question 38a.

	present black community voice in U of I programs and projects in black community number (and %) of respondents		
best consulting arrangement	no	yes	totals
black community advisory group	11 (4.1)	3 (2.7)	14
black community-U of I-Parkland advisory group	31 (11.5)	31 (27.4)	62
black community-U of I-Parkland group with power	50 (13.6)	31 (26.4)	81
black community group with power	27 (10.0)	5 (4.4)	32
meetings open to black community with power	150 (55.8)	43 (38.1)	193
totals	269 (100.0)	113 (100.0)	382

$X^2 = 23.724$ (4 d.f.) significance at .0001

Again the most popular response for those answering both yes and no to question 38a is the last choice, that of meetings open to the black community as a whole with the power to approve or reject proposed programs and projects. The next two most frequent responses for both groups were the second and third choices, both of which involved members of the black community working together with the U of I and Parkland.

Thus it appears that the preference shown by respondents for meetings open to the black community to review proposed U of I and Parkland programs and projects in the community is not affected significantly by respondents' viewpoints as reflected in their responses to related questions. For many respondents, this preference may reflect a desire to open the door to all interested black community residents to participate in decision-making about programs which affect them.

Major Black Community Problems. The major problem areas in the black community of Champaign-Urbana as perceived by residents were delineated in responses to questions 43 through 45. Respondents were asked to rank each of twenty-four basic problem areas as very serious, fairly serious, or not so serious for the black community of Champaign-Urbana. Respondents were then asked to choose the five most serious problems affecting the community. Finally, they were asked to choose the most serious problem. The tables on the following two pages summarize responses to questions 43 through 45. Problems are ranked in descending order by number of mentions as most serious by respondents.[16]

As shown by these tables, the one problem perceived as most serious by respondents was that of unemployment: 461 of the 525 respondents ranked jobs as very serious, while 174 respondents, or one-third of the sample, judged jobs to be the most serious problem facing the black community.[17] Smaller but still sizable numbers of respondents (more than 100 in each case) rated housing, crime, drug and alcohol abuse, racism, police, welfare, schools, and gangs as the most serious problems. Community relations with the U of I and with Parkland College received relatively little attention from respondents.

		number (and %) of respondents			
	problem	very serious	fairly serious	not so serious	totals
1.	jobs	461 (90.0)	37 (7.2)	14 (2.7)	512 (99.9)
2.	housing	372 (71.7)	106 (20.4)	41 (7.9)	519 (100.0)
3.	crime	430 (85.1)	62 (12.3)	13 (2.6)	505 (100.0)
4.	drug and alcohol abuse	397 (79.2)	87 (17.4)	17 (3.4)	501 (100.0)
5.	racism	332 (66.3)	124 (24.8)	45 (9.0)	501 (100.1)
6.	police	371 (72.5)	98 (19.1)	43 (8.4)	512 (100.0)
7.	welfare	332 (65.6)	125 (24.7)	49 (9.7)	506 (100.0)
8.	gangs	308 (60.7)	137 (27.0)	62 (12.2)	507 (99.9)
9.	schools	269 (52.6)	155 (30.3)	87 (17.0)	511 (99.9)
10.	local political representation	291 (57.7)	143 (28.4)	70 (13.9)	504 (100.0)
11.	teenagers	267 (52.8)	153 (30.2)	86 (17.0)	506 (100.0)
12.	senior citizens	167 (33.1)	185 (36.7)	152 (30.2)	504 (100.0)
13.	relations with U of I	177 (36.4)	162 (33.3)	147 (30.2)	486 (99.9)
14.	consumer problems	234 (47.3)	163 (32.9)	98 (19.8)	495 (100.0)
15.	legal services	234 (46.5)	168 (33.4)	101 (20.1)	503 (100.0)
16.	parks and recreation	236 (46.5)	150 (29.5)	122 (24.0)	508 (100.0)
17.	pollution	190 (38.4)	147 (29.7)	158 (31.9)	495 (100.0)
18.	transportation	119 (23.3)	191 (37.5)	200 (39.2)	510 (100.0)
19.	day care for children	181 (36.3)	143 (28.7)	174 (34.9)	498 (99.9)
20.	health care	225 (43.8)	169 (32.9)	120 (23.3)	514 (100.0)
21.	nutrition and food	187 (37.0)	183 (36.2)	135 (26.7)	505 (99.9)
22.	education for adults	175 (34.4)	152 (29.9)	182 (35.8)	509 (100.1)
23.	sanitation	138 (27.7)	194 (38.9)	167 (33.5)	499 (100.1)
24.	relations with Parkland	99 (21.3)	173 (37.3)	192 (41.4)	464 (100.0)

	problem	number (and %) of respondents one of five most serious	 most serious
1.	jobs	382 (72.8)*	174 (33.1)*
2.	housing	335 (63.8)	62 (11.8)
3.	crime	207 (39.4)	53 (10.1)
4.	drug and alcohol abuse	265 (50.5)	38 (7.2)
5.	racism	121 (23.0)	32 (6.1)
6.	police	181 (34.5)	31 (5.9)
7.	welfare	190 (36.2)	23 (4.4)
8.	gangs	130 (24.8)	18 (3.4)
9.	schools	160 (30.5)	12 (2.3)
10.	local political representation	44 (8.4)	6 (1.1)
11.	teenagers	48 (9.1)	4 (0.8)
12.	senior citizens	29 (5.5)	4 (0.8)
13.	relations with U of I	25 (4.8)	3 (0.6)
14.	consumer problems	25 (4.8)	3 (0.6)
15.	legal services	37 (7.0)	3 (0.6)
16.	parks and recreation	44 (8.4)	2 (0.4)
17.	pollution	26 (5.0)	1 (0.2)
18.	transportation	17 (3.2)	1 (0.2)
19.	day care for children	29 (5.5)	1 (0.2)
20.	health care	58 (11.0)	1 (0.2)
21.	nutrition and food	22 (4.2)	1 (0.2)
22.	education for adults	24 (4.6)	1 (0.2)
23.	sanitation	19 (3.6)	0 (0.0)
24.	relations with Parkland	4 (0.8)	0 (0.0)
	totals		474 (90.4)

* per cent of 525 respondents

Certain problems which received relatively few mentions among the five most serious problems and the most serious problem were nevertheless perceived as very serious by large numbers of respondents. For example, more than 50 per cent of the respondents viewed local political representation as a very serious problem, but only six ranked local political representation as the most serious problem. Similar judgments were made in regard to teenagers, consumer problems, legal services, parks and recreation, and health care.

Placing crime and gangs in separate categories may have been misleading; many respondents indicated that in their minds these two problems are linked. The rankings such respondents gave in questions 44 and 45 may have been different if crime and gangs had been presented as one category.

When asked how the U of I and Parkland could help solve the problem perceived as most serious by each respondent (questions 46 and 47), many respondents felt that neither institution could be of assistance to the black community. In regard to the U of I's role in helping to solve housing problems, for example, comments such as the following were made:

> "They can't."
> "I don't think they can do anything about housing. It's more of a city problem."

Parkland's role in helping solve housing problems was also seen as nonexistent by some respondents:

> "I don't think Parkland has anything to do with housing."
> "Don't know how Parkland can help."

In regard to jobs, however, very few respondents felt that the two institutions could be of no assistance to the community. In general, comments indicated that respondents perceived the U of I and Parkland as major sources of employment and training for employment, but that affirmative action in regard to the hiring and training of black people should be accelerated:

> "By cooperating with Negroes and what the law says about jobs for Negroes."
> "Give some of the jobs they (Parkland) have to blacks, and suggest or refer people to the university for jobs "
> "Hire people from the community first."
> "More training programs for jobs and lower qualifications. Let blacks know about available jobs."
> "Give more jobs to the blacks."
> "Teaching and training the kids for skilled jobs."
> "We need jobs. The university has them. They could give more jobs."
> "On the job training for blacks."
> "Start to hire more blacks instead of just promises."
> "Make more jobs available, not just janitors and kitchen jobs but some of the real jobs out there."

Other respondents indicated that the solutions to major problems could be found as by-products of programs attacking other problems. For example, the provision of jobs and job training by the U of I was viewed as a means of ameliorating the problem of welfare:

> "Just give these people something to do in the way of jobs."
> "Could help them get an education and a good job."
> "They can hire welfare people and train them on the job."

In regard to the U of I's role in day care, one respondent commented:

> "Help build more day care centers. This could also give more jobs to people."

Recreation and employment were often viewed as a means of helping to solve the problems of crime, teenagers, and gangs:

> "I would think to give the teenagers a job so that they would stay out of trouble and have something to occupy their minds."
> "Getting the kids in constructive projects and programs."
> "More facilities such as basketball, etc. This would give them something constructive to do."
> "Giving the kids more places to go for recreation."
> "Make jobs available and we will stop a lot of crime."
> "Good job training programs."

Although only thirty-two respondents named racism as the most serious problem facing the black community, two-thirds of the respondents judged racism to be a very serious problem. The theme of perceived racism is evident in other responses as well; the problem of unemployment in the black community, for example, was viewed as a function of racism by many respondents. Some respondents who named racism as the most serious problem facing the black community felt that the U of I and Parkland could not aid in ameliorating this problem, but other respondents indicated that the two institutions should set examples for others to follow. The application of educational techniques to increase interracial understanding was viewed as a way in which the U of I and Parkland could help by other respondents.

> "By setting examples for business and private owners to follow."
> "Parkland should be most discriminative in its hiring policy, since it is a comparatively new college here, and hire only people who will not show prejudicial attitudes."
> "Can have cultural program for whites about black background and cultural programs about white background for blacks."
> "Be the first to break the racial barrier in this town."
> "By a whole scope of things, such as opening doors to jobs, equal education opportunities, administrative as well as clerical positions."
> "Can't really do much more than hire black people and prove it to them."
> "Hold seminars where suggestions could be considered and worked on."
> "Set an example for the whole community since it (the U of I) is the biggest wheel in the community."

The Special Educational Opportunities Program (SEOP) at the U of I and the Preparedness Program at Parkland were viewed as excellent vehicles for remedial attention to the educational needs of the black community (questions 25 and 26). Those respondents who were familiar with these programs endorsed them by overwhelming majorities (questions 25b and 26b). Approximately three-quarters of the respondents who knew of these programs felt that they should be directed toward blacks throughout the state, in the case of SEOP, or throughout Champaign County, in the case of the Preparedness Program (questions 26c and 27c). However, some respondents who felt that these two programs should focus upon blacks in Champaign-Urbana articulated dissatisfaction with the amount of attention to local needs given by the U of I and Parkland (questions 25d and 26d).[18]

In regard to SEOP, some of the comments were:

> "Since many of the students come from Chicago where there are a million colleges I think Champaign-Urbana should be first."
> "Help your own before going elsewhere."
> "Because when this program started they didn't have hardly anybody from Champaign. Now it's our turn to benefit from it because we live in Champaign."
> "Give some of us in town a chance to do something."

In regard to the Preparedness Program, some of the comments were:

> "It's enough of us right here to keep them busy."
> "There are kids hurting here."[19]

In general, responses to questions 46 and 47 indicate that the black community feels that both the University of Illinois and Parkland College should focus their efforts in the community in the areas of training for employment, and educational opportunities through which individuals could advance themselves. The University was realistically viewed as having the potential to provide more in these areas then does Parkland. Parkland was perceived as a source of skilled vocational training or as an intermediate step to higher education. These points of view were evident from the responses to questions 46 and 47 as well from those to questions 29 through 35.

Institutional Resources. Questions 29 through 35 dealt with the respondents' knowledge of U of I and Parkland resources in relation to the black community. Respondents were asked how both present and potential resources of the two institutions could be put to use for the benefit of the community. Questions 29 through 35 were open ended; this probably accounts in part for the small numbers of respondents who replied to these questions. The greater familiarity with the U of I than with Parkland is pointed up by the fact that more than twice as many respondents named present U of I resources than named Parkland resources.

From the limited data available from responses to questions 29 through 35, it is clear that once again jobs, job training, and other educational programs are viewed as the most valuable resources for the black community at both the U of I and Parkland (questions 29 and 32). Financial assistance to the community by the two institutions was cited by eighty-six respondents, in the case of the U of I, and forty-two respondents, in the case of Parkland. It is not possible to discern whether respondents conceived of such assistance as direct financial grants to the community or as aid in the form of scholarships to black community residents, sponsorship of community programs, and the like.

Asked what resources the two institutions do not have which respondents would like them to acquire for the benefit of the black community, respondents named black cultural programs and expanded recreation programs most often (questions 31a and 34a). Jobs and job training were also mentioned in response to these questions, but much less frequently than for questions 29 and 32. This indicates that respondents perceive facilities for the provision of both jobs and job training as already in existence at the U of I and Parkland, although such facilities are perceived as not being made available to the black community as much as they should be.

In terms of specific programs or services which respondents would like the two institutions to acquire for the benefit of the black community, again the most frequent responses are jobs and job training. Black cultural programs received frequent mention, as did day care centers. Tutoring and other programs for school-aged children were also mentioned as desirable programs for both institutions to sponsor, although more respondents perceived these as functions of Parkland than of the U of I.

Questionnaire III: Relationship to Other Aspects of the Project

Through the administration of the Black Community Survey, the PSR project staff was successful in documenting specific concerns of the black community of Champaign-Urbana in its relationship with the University of Illinois and Parkland College. In summary, the data from the survey demonstrated:

1. That the black community of Champaign-Urbana has a low level of familiarity with existing public service efforts of the two institutions which are directed toward the community, although the few residents who have participated in various programs are pleased with them. This low level of familiarity also includes personnel of both institutions.

2. That a joint U of I-Parkland information center located in the black community would be utilized by community residents, and that such an office should make special efforts to reach out to community residents of lower socioeconomic status.

3. That, in general, members of the black community and personnel from the two institutions should work together in developing and providing programs and projects to meet the needs of the community. Final decisions about whether specific programs and projects should be undertaken, however, should be made at meetings open to all black community residents.

4. That on balance the presence of the U of I and Parkland in Champaign-Urbana is perceived as an asset to the black community.

5. That administrators more than faculty members or students at the two institutions are perceived as being able to help in the solution of personal and community problems, although the attitude of the black community toward

administrators is more negative than it is toward faculty members and students.

6. That black community residents believe the white community to have substantially greater access to the facilities of the U of I than does the black community.

7. That the black community perceives little input on its part into U of I and Parkland programs and projects affecting the black community, but desires much greater input in this area.

8. That the most serious problem perceived by black community residents is that of unemployment, and that the U of I and Parkland should accelerate affirmative action programs in increasing the number of jobs and job training programs for black community residents.

The staff of this project felt the need to explore black community concerns and opinion in greater detail than was possible in a survey of this nature. Thus the idea of holding a conference to deal with issues related to black community needs was conceived. It was thought that such a conference would be a means of obtaining input from prominent and influential members of the black community, as well as from black faculty members, administrators, and students at the U of I and Parkland. Such input had been called for in the original project proposal. These individuals would be able to supply ideas for specific U of I, Parkland, and community action in relation to needs articulated through the Black Community Survey.

The relationship of a conference to other aspects of the PSR project was less direct. The survey of public service project directors (Questionnaire I) had not been comprehensive enough or well enough administered to result in a complete inventory of U of I and Parkland public service efforts in the black community. A general identification of which academic units are most deeply involved in public service activities in the black community was made by means of this survey. The survey of community service offices at other universities and colleges in Illinois (Questionnaire II) had not yielded a reliable picture of how such offices function.

It was agreed that a Black Community Conference, focusing upon participants' viewpoints on the public service role of higher education in Champaign-Urbana, would help to make up for some of the shortcomings of these early project activities. It was also thought that the findings of such a conference could be compared with ongoing planning efforts for local public service at the U of I and at Parkland, and could have some effect upon that planning.

Footnotes Chapter IV

1. See Appendix F1 for a copy of the Black Community Questionnaire, also referred to as Questionnaire III.

2. Due to errors in rounding off numbers, not all percentages add up to exactly 100.

3. See Appendix F2 for a summary of responses to questions on household composition (questions 50a and 50b) and to other closed questions. Appendix F2 contains data yielded by white as well as black respondents for purposes of comparison.

4. See Appendix D2 for a short description of the PAL program, taken from the interview with its director administered in connection with Questionnaire I.

5. See Chapter II for descriptions of these programs.

6. See Appendix D2 for short descriptions of these programs, taken from interviews with their directors administered in connection with Questionnaire I.

7. As in the questions having to do with familiarity with U of I and Parkland programs in the black community, more highly educated respondents tend to show greater familiarity with both SEOP and the Preparedness Program. See Tables 1 and 2, Appendix F3, for cross tabulations of responses to question 51 with responses to questions 25a and 26b.

8. Questions 7a and 8a. The higher numbers of positive responses to these questions may have again been a function of the fact that recognition rather than recall was asked of the respondents. However, differences between responses to 7a and 8a and those to 9a and 11a are great enough not to be attributable to this factor alone.

9. For a description of one successful outreach center, see the discussion of the Center for Inner City Studies of Northeastern Illinois University in Chapter III.

10. One hundred and sixty-two respondents indicated that they had applied for work at the U of I or at Parkland (question 52a).

11. See Appendix G for a map which indicates Parkland's new location.

12. See Table 3, Appendix F3, for a cross tabulation of questions 21-24 and question 51.

13. An interesting sidelight to this strong indication of black community perception of exclusion from the use of U of I facilities is provided by responses to question 55c. In this question, the sixty respondents who had applied for work at the U of I or at Parkland College were asked why they thought they had not been hired. Nine of these respondents pointed to racism as the reason they had not been hired, while a high proportion of other respondents stated that they lacked the qualifications for the positions for which they had applied.

14. See Table 4, Appendix F3, for a cross tabulation of responses to questions 38a and 42a.

15. See Table 5, Appendix F3, for a cross tabulation of responses to questions 40a and 28a.

16. For the corresponding data yielded by the seventy-five white respondents to questions 43 through 45, see Appendix F2. Obviously, the data for whites are of peripheral importance to this study, although they are interesting for purposes of comparison with black respondents' perceptions of problem areas.

17. The high rate of unemployment reported by respondents in answer to question 53 is evidence of the seriousness of this problem in the black community. The 92 black respondents who stated that they were unemployed constitute 17.5% of the 525.

18. Other respondents to questions 25d and 26d expressed the erroneous opinion that local taxes alone support the University of Illinois and Parkland, and that therefore local residents should receive priority in SEOP and in the Preparedness Program.

19. Other respondents noted that the black population in Parkland College's district is concentrated within the cities of Champaign and Urbana, and that therefore the program necessarily focuses upon the local community.

Chapter V

BLACK COMMUNITY CONFERENCE AND A NOTE FOR THE FUTURE

A concern for intensive input from members of the black community of Champaign-Urbana, as well as from black faculty members, administrators, and students at the University of Illinois and Parkland College, was implicit in "Higher Education Public Service Responsibilities in the Black Community." During the time the Black Community Survey was being administered, project staff members began to consider ways in which such input could best be achieved.

The data yielded by the Black Community Survey were extremely useful in the delineation of major areas of community concern, as discussed in Chapter IV of this report. The survey did not, however, allow for the formulation of specific ways in which the black community and the two institutions could work together for the benefit of the community.[1]

The idea of conducting a series of conversations or small group discussions with black community leaders and with representative black academic personnel and students, drawing upon data from the Black Community Survey, was considered. This idea was rejected because of the problem of consolidating individual suggestions and points of view into specific proposals reflecting the opinions of all those with whom the staff would consult. The idea of conducting a fourth formal survey, also utilizing data from the Black Community Survey, was rejected for similar reasons.[2]

However, the need to obtain additional input from black people was evident. Thus the idea of holding a conference was conceived. Invited to a series of preliminary meetings in March and April of 1972 to discuss this idea were a group of twelve black Parkland and U of I administrators, faculty members, and students, as well as black community representatives. This steering committee endorsed the idea of holding a Black Community Conference and decided that a two-day affair at some location away from the immediate Champaign-Urbana area would provide the best setting for discussion of black community concerns in relation to the public service functions of the U of I and Parkland. Chosen as cochairmen for the conference by the steering committee were Roy Williams of the Black Action Council for United Progress and Rochell Broome, director of Campus-Community Relations at the university. The conference, also titled "Higher Education Public Service Responsibilities in the Black Community," was held April 20-22, 1972, at Allerton House, a U of I-owned and operated facility in Monticello, Illinois

One of the major tasks undertaken by the steering committee was to decide who should be invited to participate in the conference. The major premise was that only black people would be actual participants, although white people already associated with the project were asked to serve as supportive staff.[3] The supportive staff had no substantive input into the conference. A limit of seventy-five participants was imposed by available accommodations at Allerton House.

The steering committee chose not to decide upon quotas of community representatives, academic personnel, and students, although a priority was placed upon inviting as many interested black community residents as feasible. Basically, however, invitations were sent to individuals because of their concern about the public service responsibilities of higher education. Invitations outlining the purposes of the conference were sent to sixty community residents, twenty-five academic personnel from the U of I and Parkland, and five representatives from other institutions of higher education who were known to be concerned with similar issues in their own communities.[4]

Of those who were invited to participate, fifty-seven attended the conference. Four steering committee members were unable to attend but were active in helping to plan for the conference. Of the sixty-one people listed as participants in Appendix H2, thirty-two were local black community residents, nine were students, twelve were U of I academic personnel, five were Parkland academic personnel, and three were representatives of other Illinois institutions of higher education.

Three pairs of discussion leaders, each pair composed of a man and a woman, together with the conference cochairmen, attempted to devise a format for the conference through which its goals would be achieved. The discussion leaders and the cochairmen decided to devote a half day to general discussions of the public service responsibilities of higher education in relation to the black community. The major thrust of the conference, however, was to be discussions of specific problems facing the black community of Champaign-Urbana, of possible strategies to deal with these problems, and of ways in which these strategies could be implemented.

In order to facilitate discussion, it was decided that participants would be divided into three groups, each composed of community residents, students, U of I and Parkland personnel, and representatives of other institutions in rough proportion to their representation at the conference. Each of these groups would remain together during a series of round table discussions, but would rotate among the three pairs of discussion leaders. Each pair of discussion leaders was assigned a group of related major black community problem areas taken from the Black Community Survey.[5] Two general sessions were also scheduled.

The steering committee discarded the idea of inviting a keynote speaker from outside Champaign-Urbana in favor of asking key U of I and Parkland administrators to address the participants on the first evening of the conference. Invitations were extended to John E. Corbally Jr., President of the U of I, J. W. Peltason, the U of I Chancellor, and William M. Staerkel, President of Parkland College. Although Presidents Corbally and Staerkel were unable to attend, both sent messages to the conference participants. President Corbally's remarks were read by Professor Samuel K. Gove, director of the Institute of Government and Public Affairs, who also welcomed the participants on behalf of the Institute. President Staerkel was represented by Parkland's Dean of Instruction, Dr. Donald Swank. Chancellor Peltason also welcomed the conference participants and assured them of the U of I's interest in their deliberations.

Several days prior to the conference, participants were sent summaries of responses to closed questions of the Black Community Survey and also a short summary of the major data yielded by the survey. Participants also received programs of events, conference ground rules, and schedules of round table discussions and general meetings. Additional copies of this material were available at the conference.

Relations of the black community of Champaign-Urbana with the University of Illinois and Parkland College, as well as the issue of racism, were considered to be at the root of each of the other basic problem areas, and were expected to be part of the discussion at all the round table sessions. The cochairmen, as well as Professor Ione Vargus of the Jane Addams School of Social Work, planned to move among the various discussion groups in order to be aware of the directions being taken by participants.

No specific events were scheduled for the two evenings at the conference, except for the opening session before dinner on the first evening at which U of I and Parkland representatives spoke. This was decided upon in order to promote informal discussion among the participants. Frequent coffee breaks were scheduled, both to provide relief from the intensive debates at the round table sessions and the general meetings and to promote additional informal interaction among participants.

In general, events at the conference took place as they were planned, although time was too short for the participants to discuss implementation of strategies more than briefly. Discussions focused upon the major problem areas put forth for the consideration of the participants and upon ways in which the U of I and Parkland could assist the community in ameliorating these problems.

In order to compensate for the lack of time, and in order to assure the dissemination of conference findings, a small follow-up committee was appointed by the cochairmen soon after the conference was held. This committee, which named itself the Task Force on Higher Education Public Service Responsibilities in the Black Community, was charged with the responsibility of producing a statement of conference findings reflecting the viewpoints and suggestions of conference participants. The task force also had the responsibility of bringing conference findings to the attention of those it deemed appropriate.

Because of the many different points of view articulated during the course of the Black Community Conference, the task force experienced difficulty in writing a statement of conference findings reflecting participants' viewpoints accurately. In addition, not all task force members participated equally in the work of compiling the findings; the burden of this work was left in the hands of several participants who had been active at the conference. Although PSR project staff members made no substantive contributions to the findings, they were involved in coordinating the task force members' efforts and in assisting with editorial revisions.

The task force completed its compilation of integrated conference findings in late May 1972 after several drafts had been considered and rejected. Conference participants were kept informed of the task force's work and were asked to comment upon findings as compiled by the task force. No substantive objections were voiced by any participant to the findings as written by the task force. These findings cannot, of course, be ascribed to any individual participant or group of participants.

Below the final statement of conference findings is reproduced.

Findings

Conference on

HIGHER EDUCATION PUBLIC SERVICE
RESPONSIBILITIES IN THE BLACK COMMUNITY

Allerton House
April 20-22, 1972

INTRODUCTION

The development of public education on a wide scale came at a time when technology was beginning to expand rapidly and could no longer utilize great numbers of unskilled workers. The purposes of public education were twofold: to continue the development of technology and to train men to work in the technology. Since that time it has been generally accepted that public education, particularly public higher education, has a responsibility to provide a variety of public services to the community which it serves so the community may develop to its fullest potential. The record shows, however, that the public service activities of higher education have historically been focused on special interest groups, and have in fact never provided public service in the strict sense of the term.

Public funds have been used by higher educational institutions to support special interest groups, e.g. the Institute of Government and Public Affairs, the Institute of Labor and Industrial Relations, the College of Agriculture, and the Institute of Aviation. Knowing this, the Black Community feels that it too should be treated as a special interest group and that the University of Illinois and Parkland College have a responsibility to develop corrective policies relative to provisions of public service programs and services for the Black Community of the same magnitude.

Participants at this conference believe that higher education institutions in this community have had the single-minded concern of perpetuating and enhancing the specific felt needs of those in power--white special interest groups.

In this respect, the definition of public service must be scrutinized on a continuous basis. Public service as conceived by conference participants is higher education institutions meeting their responsibilities to implement programs and activities, including research, toward Black Community problems under direction of the community. Service also requires that facilities and resources be made available to the community to aid in problem solving activities--public service is service to the community.

It is expected that the resources of the University of Illinois and Parkland College will be utilized to implement the recommendations from the conference. Both institutions have extensive and intensive resources--physical, professional, and financial--which should be focused on the many problems which confront the Black Community.

The efforts of both institutions should be coordinated to avoid duplication and unnecessary complication. Determinations of costs, of priorities, and of the most efficient allocation of resources and personnel should be made so that the recommendations of the Conference on Higher Education Public Service Responsibilities in the Black Community may be carried out.

It is within the framework outlined above that the following recommendations are put forth.

I. A BODY FOR PUBLIC SERVICE IN THE BLACK COMMUNITY

The provision of public service in a programmatic design to the Black Community requires the existence of a permanent body charged with this responsibility, as recommended in the introduction to these findings. Such a body should include Blacks from the faculty, administration, and student body of the University of Illinois and Parkland College, in addition to Blacks from the full spectrum of the community.

It is recommended that the University of Illinois, Parkland College, and the Illinois State Board of Higher Education establish such a body and provide funds for staff.

It is recommended further that this body:

1. Act as a liaison between higher education and the Black Community.

2. Serve as a clearinghouse for the gathering and distribution of information on public service programs to the Black Community.

3. Conduct studies and gather data as to the needs of the Black Community.

4. Monitor and evaluate past and present research on the Black Community.

5. Prepare the design for an Institute of Black and Poor Community Affairs.

II. BLACK POLICY AND DECISION MAKERS

The University of Illinois and Parkland College should have concerned Black people at all policy-making and decision-making levels, including:

1. One Black member of the Board of Governors of Parkland College.

2. One Black assistant to the President of Parkland College.

3. One Black vice-chancellor at the University of Illinois.

4. One Black vice-president at the University of Illinois.

5. Blacks at the departmental chairmanship level at Parkland College and the University of Illinois.

III. LAW ENFORCEMENT AND THE JUDICIAL PROCESS

It is recommended that the University of Illinois and Parkland College develop programs that will enable Black social scientists and the Black Community to:

1. Evaluate police training programs at both Parkland College and the University of Illinois.

2. Monitor research on law enforcement and prison reform.

3. Review the entire judicial process, including the auditing of jury selection.

IV. EMPLOYMENT

The University of Illinois and Parkland College have been little different from the private employment sector in their willingness to provide employment opportunities for Black people.

While the concept of affirmative action is endorsed by both institutions, the Affirmative Action programs at Parkland and especially at the University of Illinois have operated in a void, with little power to change the discriminatory policies which have for too long permeated the employment structures at these institutions.

It is recommended that:

1. The Affirmative Action offices be given more authority with respect to minimum qualifications for hiring and firing.

2. Affirmative action, or the lack of it, be a major part of the evaluation of supervisors, department heads, and administrators for raises and promotions.

3. Training programs be developed to enable Black people to fit into available jobs of today and tomorrow.

4. The University of Illinois and Parkland College refuse to purchase from sellers who do not evidence Affirmative Action hiring policies.

5. A Black person be employed as Director of Nonacademic Personnel at the Urbana-Champaign campus of the University of Illinois.

6. Civil service regulations which continue to promote discriminatory hiring policies be liberalized.

V. HEALTH SERVICES

The University of Illinois and Parkland College, both as training vehicles for their students and in response to community needs, should do the following in the expanding health services field:

1. Support the Frances Nelson Health Center both financially and with greater student and faculty involvement.

2. Implement a practical nursing program if the current program is discontinued by Unit 4 schools.

3. Develop predictable aptitude tests in the medical sciences, which would be applicable to Black students, to be used in the high schools.

4. Provide Black students on the secondary level with counseling about the medical professions.

VI. RECREATION

The University of Illinois, Parkland College, and the park districts of Champaign, Urbana, and the county should combine efforts to provide more effective planning in meeting the educational and recreational needs of the Black Community.

These plans should include:

1. Reassessing the policies of institutions relative to community use of facilities, or lack of use of facilities, at Parkland College and the University of Illinois.

2. Making available professional know-how for training in recreation programming as well as in the staffing of facilities.

3. Involving the local community in the planning of parks for use by the Black Community.

4. Assisting Douglas Center to develop a broader spectrum of recreational activities.

5. Providing for greater participation by Black teenagers in recreational and cultural programs at the University of Illinois and Parkland College.

VII. HOUSING AND THE ENVIRONMENT

Several units within the University should be involved in a coordinated effort on the needs and desires of the Black Community in regard to housing and the environment. An interdisciplinary approach through such units as the School of Social Work and the Departments of Urban Planning, Architecture, and Home Economics should be utilized to do the following:

1. Specify all posible agencies and individuals with information, funds, personnel, and other resources to assist in a clear examination of housing problems faced by the community, and make recommendations for possible action which can be taken immediately.

2. Build a model house in the Black Community each year and use one of these houses as an educational tool in which home management techniques are demonstrated and in which family life education and family planning are taught.

3. Conduct training sessions for home maintenance and rehabilitation (carpentry, plumbing, etc.).

4. Inform community residents of the kinds of housing programs available and provide basic information on how these programs work.

5. Provide adequate information to the community on the elimination of waste and aid in applying pressure for municipal trash collection services.

6. Develop a beautification program for the Black Community.

VIII. LEGAL SERVICES

The legal problems of Black and poor communities are unique. The nationally prominent University of Illinois Law School should provide comprehensive legal services for poor people. By an increase in the number of academic programs within the Law School, law students will be provided with learning experiences and the Black Community will receive services of direct benefit. These services should include:

1. Criminal defense of indigents.

2. Aid to senior citizens to help them understand their rights on retirement, insurance policies, the making of wills, etc.

3. The design of legal strategies to overcome obstacles to Black employment such as civil service regulations, union restrictions, and non-cooperation of contractors.

4. Evaluation of the effectiveness of Public Defender offices locally and statewide.

IX. DRUG ABUSE

The University of Illinois and Parkland College, along with the Black Community, should establish a drug center aimed at the Black Community to do the following:

1. Analyze drugs that are pushed in the community and provide information to the public on these drugs.

2. Provide for the dissemination of information concerning the political implications of drugs, i.e., the legality.

3. Monitor persons involved in education about drug problems at the high school and junior high school levels.

4. Hire a Black clinical psychologist specializing in drug counseling to work in the Black Community.

X. WELFARE

It is a common misconception that Public Aid to the poor is the only form of financial assistance from the government to the people. Less visible, but just as significant in terms of dollar amounts, are the wide range of governmental subsidies that go to interest groups like agriculture and business. The

University of Illinois and Parkland College should inform the public of the prevalence of governmental assistance and attempt to broaden the definition of welfare beyond the Public Aid recipient.

Programs at the University of Illinois and Parkland College should interpret policies, procedures, and changes in welfare rights and inform Public Aid recipients as they attempt to understand and make use of all institutional services. Such programs could be developed by the Jane Addams School of Social Work, the Law School, the Recreation Department, the medical schools at the University of Illinois, and the continuing education program at Parkland College.

It is further recommended that the University of Illinois and Parkland College:

1. Identify, disseminate information about, and assist in obtaining educational funds for welfare recipients, both proposed funds and funds already appropriated.

2. Develop a program whereby graduate interns can be placed in the various administrative positions involved with welfare decision-making in local and state agencies. All efforts to maximize Black participation in this program should be made.

3. Employ Black welfare recipients as resource persons in courses on social welfare.

4. Place specific responsibility upon the School of Social Work to aid existing community organizations concerned with welfare rights.

XI. DAY CARE

At this time there exists no functioning day care center program in the Black Community which adequately serves Black citizens who need day care services. The lack of adequate day care facilities creates several serious problems. It is difficult for women with young children to assume employment. The costs of existing day care services are prohibitive, and existing facilities are physically inaccessible to the Black Community. The time and expense involved in transportation are serious obstacles. Staff members of local day care facilities do not usually understand the needs, problems, and concerns peculiar to the Black child and the Black family.

Therefore, it is recommended that:

1. Day care centers for preschoolers to be established in the Black Community.

2. Day care centers for infants be established.

3. The University of Illinois and Parkland College actively support

this effort by providing funds, space, and expertise as needed.

4. Assistance be made available by these institutions in obtaining funds from federal, state, and private agencies.

5. Facilities, staff, and instruction be made available to train local staff to work in day care centers.

6. Resources of the College of Education Pre-school Child Development Center be involved in this effort.

7. Resource people and experts in day care problems of Black children and families be invited to the campus to review programs and recommend improvements.

XII. EDUCATION

One of the most critical areas of concern in the Black Community is the relationship of the public school program to Black children. This concern has to do with every aspect of the educational enterprise: curriculum, teacher training and practice, administration and administrative policy, funding, extra-curricular activities, athletics, hiring practices (academic and nonacademic), counseling and guidance, college counseling and placement, testing and evaluation, etc.

The fact is that the school systems of Champaign and Urbana are not serving their Black pupils effectively in the areas mentioned above and in others as well. A commission should be formed immediately to clarify why Black students are not being served in any meaningful way by the school systems in a community which so often and so publicly states its dedication to providing quality education for all its citizens. This commission should be composed of students, parents, administrators, school board members, ex-students (both graduates and drop-outs), public service employees, and others named by the Task Force on Higher Education Public Service Responsibilities in the Black Community. The commission will be charged to draw up specific recommendations for change.

The institutions of higher education in the community should play a larger role in helping local teenagers with their special educational needs. Because of behavior problems and involvement in crime and corrections, many black teenagers become high school drop-outs. As a community college, Parkland should develop programs which serve the educational needs of these young people.

In response to the need for additional black professors and students, the University of Illinois should develop an incentive program to attract black scholars and black graduate students. Both the University of Illinois and Parkland College should emphasize job placement in the local community for their black graduates.

XIII. MEDIA

The quality and quantity of mass media programming dealing with the full spectrum of Black experience received emphasis throughout the conference, although it was not a specific topic of discussion.

A Black media committee should be named by the Task Force on Higher Education Public Service Responsibilities in the Black Community and charged with the following concerns:

1. Previewing of all Black programming available through NET and other sources and making selections to be broadcast by WILL-TV.

2. Production of at least four hour-long special programs a year to be produced locally. The topics of these programs should be decided by the media committee, and production accomplished with the help of Black production consultants.

3. Upgrading and increasing the number of Black technical and administrative personnel.

4. The granting of daily blocks of time (at least four hours by radio stations WILL and WPGU) to be utilized by a Black student-community cooperative.

5. Developing in collaboration with the College of Communications a short, basic, second-class communications licensing course geared toward encouraging Black participation in the communications industry.

6. Provision of funds and technical resources to the Black Community for the establishment of a nonprofit, community-controlled, radio broadcasting station.

CONCLUSION

Participants at the conference on Higher Education Public Service Responsibilities in the Black Community believe that their recommendations can be implemented successfully only if there is full cooperation and coordination between the University of Illinois and Parkland College. The need for coordination and cooperation will become increasingly evident as Parkland College becomes established on its permanent campus.

Future planning for public service at the University of Illinois and Parkland College should be characterized by mutual cooperation rather than by competition. Blacks will then be able to take advantage of educational opportunities, gain skills in various areas, and participate in all aspects of life in the community, state, and nation.

As is evident from this statement, one of the major assumptions shared by participants at the conference was that black people should be treated as a special interest group by higher education, and that higher education has a responsibility to provide remedial measures to assist the black community. Crucial to this argument is the assertion that black people should have the right to provide direction for the development of specific programs and services in the black community. Implicit here is the observation that other distinct groups within society have been in this position in relation to institutions of higher education, and that blacks are now in an analogous position.

The findings put forth a number of specific suggestions as to what the University of Illinois and Parkland College should do in the black community of Champaign-Urbana, although the distinction between this particular community and black people in general is not always made clear. Some of the proposed courses of action appear to be congruent with what the two institutions are already doing in the community; other proposals call for ventures into new areas of service. The findings stress the importance of coordinated efforts by the U of I and Parkland, exemplified in the proposal for the establishment of a permanent body to coordinate and initiate U of I and Parkland public service efforts in the black community. Presumably the first efforts of such a body would be to implement the other proposals called for in the conference findings. As is obvious from the findings, some U of I and Parkland units, such as the Jane Addams School of Social Work and affirmative action offices at the two institutions, would be more closely involved in this implementation than would other units.

Until some provision is made for coordinated direction of public service efforts, whether as suggested in the conference findings or in some other way, it is evident that the fragmented situation noted in Chapter II of this report will continue. The low level of contact between the black community and the two institutions of higher education in Champaign-Urbana, documented in the results of the Black Community Survey, will also continue if no change in the basic thrust of public service activity occurs.

In fulfilling its charge to disseminate findings reached by the April conference, the Task Force on Higher Education Public Service Responsibilities in the Black Community requested the assistance of Professor Samuel K. Gove, director of the Institute of Government and Public Affairs. Professor Gove transmitted the conference findings on behalf of the participants to key figures in the administrations of the University of Illinois and Parkland College, as well as to the Illinois Board of Higher Education. As of this writing, replies have not yet been received from all those to whom the statement of findings was transmitted, although various informal contacts continue to be made.

In an effort to further publicize important points in the statement of findings, several members of the task force called a well attended press conference in mid-July 1972. The attempt was to inform residents of Champaign-Urbana, white and black, of the conclusions reached by the conference on "Higher Education Public Service Responsibilities in the Black Community."

The concerns and opinions of the black community of Champaign-Urbana in relation to the University of Illinois and Parkland College were given clear expression in the Black Community Survey and the Black Community Conference. These concerns and opinions are documented in this chapter and the preceding one, and as such constitute the fulfillment of the major objectives of the project "Higher Education Public Service Responsibilities in the Black Community." Not within the scope of the project, but certainly a necessary result of it, are efforts toward achieving a climate of mutual cooperation among the black community of Champaign-Urbana, the University of Illinois, and Parkland College. Such a climate would facilitate the realization of concrete changes in the relationship between the two institutions and the local black community. Some of the possible new directions which the institutions might take are suggested in the findings of the Black Community Conference.

In order for these new directions to be taken and to succeed on a permanent basis, four underlying changes are necessary. First of all, the University of Illinois, and to a lesser extent Parkland College,[6] must admit a greater responsibility for public service toward the local community of Champaign-Urbana than toward other areas within the state, many of which are served by other public institutions of higher education. A corollary of this is special, remedial attention to the needs of the local black community, one of the local groups most in need of public service efforts.

The second necessary underlying change is a realization on the part of the University of Illinois and Parkland College that black community needs as perceived by members of that community must be the areas in which the institutions work with the community in their public service efforts.

The third necessary change is a new emphasis on coordinated U of I and Parkland public service efforts in the black community. Joint ventures should be encouraged. An important way in which the two institutions can work together profitably is by the establishment of a joint outreach office, physically located in the black community. Such an office would inform black community residents of ongoing programs and services from which they might benefit, and also would be able to serve as a listening post to which residents could voice ideas about potential as well as ongoing programs. The establishment of an outreach center would be one means of demonstrating the shared commitment of the U of I and Parkland to make their resources available to the black community and to tailor these resources to fit community needs.

The last change is more general, entailing permanent changes in the administrative structures of the two institutions appropriate for their new joint approach on the local level.[7] The Public Service Subcommittee of the Long Range Planning Committee of the University of Illinois has recommended "a substantially increased campus-wide commitment to and involvement in public service and continuing education."[8] The subcommittee would structure public service activities through 1) a vice-chancellor for public service at the campus level; 2) coordination of teaching, research, and public service at the college and departmental levels; and 3) a council to evaluate ongoing public service and continuing education activities, identify new directions and opportunities, and encourage and support innovation and change.

One of the future directions for public service recommended by the subcommittee is in programs focusing upon the needs of the disadvantaged. In reference to the local community, the effective linkage of community needs and U of I programs is especially important. Equally important are the needs for special public service efforts directed toward the black community in a coordinated fashion, and for the black community to be a partner in the determination of public service activities within the community.

The possible mechanisms for redirected, intensified public service in the local black community by the University of Illinois and Parkland College are, of course, numerous. A detailed consideration of such possibilities is beyond the scope of this report. What must first occur is the realization on the part of the University of Illinois and Parkland College of the need for change and a commitment to bring about that change.

Footnotes Chapter V

1. Questions 29 through 35 of the Black Community Survey were an attempt to explore this area. However, the low level of familiarity with the university and the college shown in responses to other questions was reflected in scanty data for questions 29-35. Even if more complete responses had been given in response to these questions, it is doubtful whether specific proposals could have been constructed on the basis of these responses alone.

2. An additional consideration taken into account in rejecting these two possibilities was the fact that the BACUP personnel were no longer formally associated with the project as of February 15, 1972. The white staff members felt that they could not function as effectively in obtaining frank responses from black interviewees as could black interviewers.

3. This supportive staff included the director of the Institute of Government and Public Affairs, the project director, the white project staff members, and the U of I ombudsman.

4. Four of these invited representatives had been respondents to Questionnaire II.

5. See Appendix H1 for the program of events at the conference, conference ground rules, and the schedule of round table discussions and general meetings.

6. As a community college, Parkland already focuses upon the Champaign-Urbana area.

7. The system-wide plans of the University of Illinois and the state-wide plans of the Illinois Board of Higher Education, although of consequence for public service activities of higher education throughout the state, bear only indirectly upon the specific needs of the black community of Champaign-Urbana, the subject of this report.

8. Long Range Planning Subcommittee on Public Service, Report-Section II, January 1972.

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APPENDIX A
Project Proposal

TITLE I (HEA)

Higher Education Public Service Responsibilities

In The Black Community

This project proposal is being submitted by the Institute of Government and Public Affairs of the University of Illinois, Urbana, in cooperation with Parkland College. The program, the basis of which was generated and brought to the Institute by people from the local black community, centers around the public service role of higher education in the community.

An increasing number of individuals and departments in higher education are becoming aware of their community obligations, and undoubtedly efforts are under way or are being planned to implement those obligations. What is not known is the scope, duration, and impact of the operations or planning, who is conducting them, and most important, whether they are the best use of available resources in relation to the perceived needs of the community.

The immediate project for which funding is requested will serve as a pilot program and will focus on the black community adjacent to the University of Illinois and Parkland College. The Black Action Council for United Progress of Champaign-Urbana is the originator of this proposal, and has agreed to coordinate the project with the University and Parkland College. The Council's personnel will be involved directly or indirectly in every segment of the program and will serve as a major resource for consultation and access into the community.

Phase One

The first phase of the program, lasting one year and beginning April 1,1971, or as soon as approval and funds are received, is divided into three segments as follows:

1. A one month training period during which the staff will be recruited and trained, and the administrative organization and procedures established. An essential ingredient for success of the program is the use of personnel at all levels from the local black community. Consequently, many of the staff will have to be trained in the techniques to be used and familiarized with the personnel and agencies of the University, College, and government that will be involved.

2. A six month period for putting together a complete inventory of the public services in the black community currently operating or planned by any part of the University or Parkland College. An integral part of this aspect of the project will be the development of a comprehensive definition of what should

come within the purview of the concept "public service" when the clientele is expanded to include individuals and groups in the community who normally are not participants in government. This period will also involve a survey of programs being carried out or planned by local and state governmental agencies either independent of or in cooperation with the University or College. The information from the University, College, and governmental agencies will be obtained by the staff primarily through interviews with key personnel, and by a review of all applicable records and materials.

Concurrent with obtaining the institutional information, an assessment will be made, through black community leaders and residents, of the specific needs as expressed by the community. Again, the effort will be comprehensive in that a determination will be made of needs in all of the functional areas normally engaged in by institutions of higher education and governmental agencies. Toward this end, the project will be coordinated with many existing agencies and personnel, both within and outside of the University and College. Thus far personnel from the following have offered their cooperation and consultation: The Office of the University of Illinois Ombudsman, The University Community Psychology Action Center, The University Children's Research Center, The Champaign and Vermilion County Sub-Zones of the Adolph Meyer State Mental Health Zone Center, the Champaign Regional Planning Commission, The Afro-American Studies Commission, and particularly the Public Services Division of that Commission. Rochell Broome, Director of Public Services, has agreed to assist this project through the resources of his office. Other departments and agencies will be contacted to obtain their assistance in their respective areas of expertise, and to to relate their programs or functions to the proposed project. The Institute of Government has on its staff political scientists (Charles W. Dunn, Samuel K. Gove, Philip J. Meranto, Phillip Monypenny, Michael A. Murray, Joseph P. Pisciotte), economists (Robert Schoeplein), and sociologists (Norbert Wiley, David Bordua), all of whom will serve as resource personnel in their professional capacities.

Also as part of this six month period the staff will compile an inventory of innovative public service programs that have been successfully implemented by colleges and universities throughout the county. This information, together with the expressed needs of the community, will provide the basis for identifying gaps between what the University and College is providing and what they might engage in for the most effective total public service program.

3. A five month period for evaluating the data obtained, and for writing a report to contain an analysis of the current state of the University and College public services and local black community needs. The report, which will constitute the finished product of phase one, will recommend in specific terms the realistic steps the University of Illinois and Parkland College can take to extend meaningful public service to the black community of Champaign-Urbana. In broader terms, the report will attempt to discuss its findings as they might be applicable for other institutions of higher education and other communities composed of different types of populations and groups.

Phase Two

The second phase of this proposed project, for which funding will be requested at a later date, will be an action phase in which the Institute of Government will be involved in coordinating the implementation of the recommended and accepted public services contained in the phase one report. We also anticipate that the University, College, and community staff involved in phase one will become resource personnel not only for program implementation in the local community, but for inventory and implementation in other university-community public service developments.

Cooperation With Illinois State University - As part of the Board of Higher Education's goal of a statewide community services system the participants in this project will work closely with Illinois State University in their Program of Information and Volunteer Service For Community Human Relations Groups. Both projects are designed to relate the resources of higher education to the problems of the black community. Even though the projects are designed with different special goals in mind and there are variations in the black communities of Champaign-Urbana and Bloomington, the overall objectives of the projects are such that they should complement each other in many ways.

University, College, and community personnel involved in the two projects will meet periodically- at least once per month or more frequently as required- to exchange information consultations. Hence, publications will be eliminated where feasible, and maximum use will be made of information obtained from the individual studies.

Personnel, Logistics, Budget - The project personnel will include the project officer, two administrative co-directors, three administrative staff assistants, one University graduate assistant, one half-time secretary, and such support personnel as may be required. The project officer will be a regular staff member of the Institute of Government and will devote whatever time is necessary for the successful completion of the project. The graduate assistant will be appointed as a regular University graduate student on a half-time basis in the Institute of Government. The administrative co-directors and the administrative staff assistants will be full time and will be drawn from the black community. The support personnel will be provided by Parkland College.

The primary location of the project office will be 105 N. 5th Street, Champaign, Illinois, which serves as the office for the Black Action Council for United Progress. Necessary operating space will also be in the Institute of Government and at Parkland College.

Funds for the project are required for the salaries of the administrative co-directors, the University graduate assistant, the administrative staff assistants, the secretary, for shared office rental of the Council office, for a limited amount of equipment purchase, for supplies, telephone, postage, and travel, and for consultant fees. The total amount of Title I funds requested for the first phase of this project is $47,800. The budget is prepared on the assumption that matching funds will be provided by the Board of Higher Education from funds appropriated to it for that purpose.

Additional information concerning this proposed project can be obtained from Professor Joseph P. Pisciotte, Professor Samuel K. Gove, Director of the Institute of Government and Public Affairs, Dean Phillip Walker, Parkland College, or Mr. Roy Williams, Black Action Council for United Progress.

Joseph P. Pisciotte

Roy Williams

Phillip Walker

APPENDIX B
Budget

Salaries		
BACUP personnel	$23,909.68	
Research assistants	14,849.60	
Interviewers*, clerks, secretaries	4,926.20	
Illini Girl Service	1,477.25	
Workmen's Comp., retirement contribution, insurance contribution	845.69	
Total salaries		$46,008.42
Conference expenses		2,224.35
Consultants		1,683.34
Travel		449.49
Contractual services (computer)		842.74
Equipment		142.29
Office rent (BACUP office in Black Community)		1,650.00
Office supplies (publication purchases, xeroxing)		1,779.34
Obligated but not yet expended (for printing and artwork of final report)		3,500.00
TOTAL		$58,280.47

---

* Interviewing in addition to that done by BACUP personnel.

APPENDIX C
Personnel of the Project

Professor Joseph P. Pisciotte
Project Director
Institute of Government
and Public Affairs
University of Illinois

Phillip K. Walker
Dean of Adult and
Continuing Education
Parkland College

Consultants
William K. Williams
Ombudsman
University of Illinois

Professor William Nelson
Department of Political
Science
Ohio State University

BACUP Personnel

Survey Supervisors
Robert S. Davis
Roy A. Williams

Survey Assistants
James Culp
John C. Johnson
Frank B. Rogers
Lawrence A. Williams

Chief Research Assistant
Stephanie Cole

Research Assistants
Gloria Clay
Dorretta Evans
Jeffery Roberts
Steven P. Sanazaro
Fred F. Smuda

Interviewers for Questionnaire III
(The following were responsible for administering a major portion of the interviews for the Black Community Survey.)

Vivian Ambrosia
Eddie Lee Carter
Marlene Cox
Gladys Curington
Naomi Graham
Waymond Jackson
Delores Parmer

APPENDIX D1
Questionnaire I: Form

Interviewer's Name ____________________

Question # ____________________

TITLE I STUDY

A. Introduction:

Hello, my name is ____________________, I'm calling in regard to the study being conducted by the Institute of Government. I'd like to talk to you about some of the projects which you have done to see how they relate to the Institute's study. Could I make an appointment to come to your office either later today or tomorrow?

B. Contact Attempts

	Date	Time	N.C.	Busy	N.A.	Appt.	Other
			Results				
1.	_____	_____	☐	☐	☐	☐	__________
2.	_____	_____	☐	☐	☐	☐	__________
3.	_____	_____	☐	☐	☐	☐	__________
4.	_____	_____	☐	☐	☐	☐	__________

C. Final Disposition

Interview ☐
N.C. ☐
Appointment Broken ☐
Refusal ☐ Explain ( )

D. Time Interview Began ____________________

Time Interview Ended ____________________

1. What were the inclusive dates of this project?
beginning date ____________________
ending date ____________________

2a. Did you personally act as director for this project?

Yes ☐ (skip to question 3a)
No ☐

2b. Could you tell me who directed the project ____________________

2c. Where can Mr.(s) be contacted? ____________________

2d. Was your involvement in the project primarily as an advisor, liaison, funding agent, or some other service? (Check all that apply)

advisor ☐
liaison ☐
funding agent ☐
other (specify) ☐ ____________________

3a. What was your main purpose for conducting this project? ____________________

3b. What method was used in conducting the project? For example, was the project a survey, on the job training, research of the literature, or some other method?

survey ☐
on the job ☐

literature ☐
other (specify) ☐ ____________________

3c. Was the primary emphasis of the project on the Champaign-Urbana community or some larger population?

C-U community ☐
larger population (specify) ☐ ____________________

3d. Was this project directed toward a particular race, ethnic group or economic class?

Yes ☐
No ☐ (skip to question 4a)

3e. What group was that?

low income blacks ☐
low income whites ☐
middle income blacks ☐
middle income whites ☐
other (specify) ☐ ____________________

4a. What would you say were the two or three most important goals or objectives of your project?

1. ____________________
2. ____________________
3. ____________________

4b. Using this scale, how successful would you say the project was in meeting these objectives? (Circle appropriate response for each answer)

	0-19	20-39	40-59	60-79	80-100
1.					
2.					
3.					

5a. Was the ____________________ project funded through any of the following sources?

	Yes	No
Federal agency (specify agency) ____________________	☐	☐
State agency ____________________	☐	☐
Local sources ____________________	☐	☐
University ____________________	☐	☐
Private ____________________	☐	☐

b. What percent of your budget did you receive from ____________?

____
____
____
____
____

(Must total to 100 percent)

5c. Approximately what was the total budget for the ____________________ project?
$____________________

6a. Other than yourself, how many of the following types of University of Illinois people worked directly on the project?

Full Professors ______
Associate Professors ______
Assistant Professors ______
Graduate Students (R.A.) ______
Undergrads ______
Other University staff ______ (Specify) ____________________

6b. Were any of the people that you just mentioned remunercted directly from the project's funds?

Yes ☐
No ☐ (skip to question 7a)

6c. Were any ____________________ remunerated from these funds?

	Yes	No	
Full Professors	☐	☐	
Associate Professors	☐	☐	
Assistant Professors	☐	☐	
Graduate Students	☐	☐	
Undergrads	☐	☐	
Other University staff	☐	☐	(Specify) ____________________

7a. Were any people or organizations from outside of the University of Illinois directly involved in this project?

Yes ☐
No ☐ (skip to question 8)

7b. Who was that? ____________________

7c. What were their major duties? ____________________

____

____

7d. Did any of the non-University of Illinois participants receive compensation directly from project funds?

Yes ☐
No ☐ (skip to question 8)

7e. Who was that? ____________________

8. (Ask only if project funds were used for remuneration) Approximately what per cent of the total budget for this project was allocated to salaries for both University staff and non-University participants?

____

9a. Has the project been useful, or will it be useful, in securing promotions, salary increases, or other University rewards for faculty participants?

Yes ☐
No ☐ (skip to question 10)

9b. In what way? ____________________

____

10a. During the course of the project did you encounter any of the following difficulties?

	Yes	No	
Inadequate funds	☐	☐	
Inadequate personnel	☐	☐	
Uncooperative personnel	☐	☐	
Not enough time	☐	☐	
Inadequate facilities	☐	☐	
Other difficulties	☐	☐	(Specify) ____________________

10b. Did these difficulties affect the objectives of your study?

Yes ☐
No ☐ (skip to 11a)

10c. In what way? ____________________

11a. During the course of your project, were there any individuals or organizations who were uncooperative to the project?

Yes ☐
No ☐ (skip to question 12)

11b. Who was that? ____________________

11c. Why do you think they were uncooperative to the project? ____________________

____

12a. Has a final report or write-up discussing the results of the project been completed?

Yes ☐
No ☐ (skip to question 12c)

12b. Could you tell me the title and publisher?

Title ____________________
Publisher ____________________ } (skip to question 13a)

12c. Will a final report be written?

Yes ☐
No ☐ (skip to question 13a)

12d. Could you tell me approximately when this report will be completed?

____

13a. Other than the final report, have any other publications been generated by the project?

Yes ☐
No ☐ (skip to question 14)

13b. Could you give me the author, title, and type of publication for each?

____

____

13c. Were any of these authors directly involved in your project?

Yes ☐
No ☐

14a. Are you aware of any future publications being planned from the study?

Yes ☐
No ☐ (skip to question 15)

14b. What is that? ____________________

____

15. In general, what were the major conclusions from the project?

____

____

16a. Did (will) the conclusions from this project recommend any changes on the part of the University?

Yes ☐
No ☐ (skip to question 20a)

16b. What are these? ____________________

____

16c. Have any of these recommendations been implemented?

Yes ☐
No ☐ (skip to question 20a)

16d. Which ones? ____________________

____

17. How soon after your recommendations were these changes implemented?

____

18a. Would you discuss briefly the process through which the recommendations were implemented?

____

____

18b. Were any individuals or organizations especially helpful in your pursuits?

Yes ☐
No ☐ (skip to question 19)

18c. Who was that? ____________________

19. How do you feel that the community views these changes?

____

____

20a. Are any follow-up projects being planned?

Yes ☐
No ☐ (skip to question 21)

20b. Could you describe the nature of these projects and who the organizer will be?

____

____

21a. Have you ever been actively involved on an individual basis in community programs?

Yes ☐
No ☐ (Skip to question 23)

21b. Which program(s) was this? ______________________________

22a. Do you think that the University should become actively involved in programs of this type:

Yes ☐
No ☐

22b. Why is that? ______________________________

____

23. What do you personally think the University's service function should entail?

____

____

24a. Do you think that the University's service function is different today than from what it used to be?

Yes ☐
No ☐

24b. How is that? ______________________________

____

25. The University has stated that one of its functions is to provide a service to the community. The goals of this service function are given as providing cultural opportunities, developing community leadership, and opening avenues of communication. Using this scale, how would you rate the University on its performance of those goals?

0-19 20-39 40-59 60-79 80-100

26. This is all the questions that I have. Do you have any questions or do you have any additional comments?

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APPENDIX D2
Questionnaire I: Interview Summaries

The following summaries of public service projects at the University of Illinois and Parkland College are taken from responses to the survey of public service project directors (Questionnaire I). These summaries do not include all community-related projects at the two institutions, nor do they constitute a sample of the range of such projects. See Chapter III of this report for a general discussion of the survey.

The projects for which summaries are given below should be considered together with the discussion of such projects in Chapter III. For the convenience of the reader, summaries of U of I projects are grouped under the divisions with which faculty members interviewed are affiliated, although many projects call upon expertise from more than one discipline. Several U of I-related projects could not be classified in this way; they are listed separately. Projects with no formal U of I affiliation are also listed separately. Because of the small number of projects sponsored by Parkland College, summaries of projects related to Parkland appear together.

University of Illinois
Public Service Projects

AFFIRMATIVE ACTION FOR EQUAL OPPORTUNITY

Clerical on the Job Training (James Ransom,Jr.). Federal and University of Illinois funding. October 1970-present.

The object of this Champaign-Urbana based project is to train low income blacks for clerical positions. Two instructors and one supervisor are responsible for teaching participants typing and other clerical skills.

Problems of this program have centered around inadequate funding and uncooperative personnel. According to the project director, "Uncooperative people within the university structure did not see themselves as teachers or social workers." The director stated that the program's problems have affected it adversely because "the people needed supervision and the supervisors were uncooperative. They were uncooperative because they seem to have no feelings for people who have disadvantaged backgrounds."

The project director feels that the U of I should be actively involved in programs of this type: "The university has an obligation to the people. There is an awareness among the people of the university's obligations to the community. In the past the university has worked with the military; now it should work with the people."

Local black community organizations which have aided in the recruitment of participants include the Black Action Council for United Progress, the Urban

League, the Opportunities Industrialization Center, and local churches.

ANTHROPOLOGY

Black Family Study (Carol Stack). Federal funding. 1970-1972.

Many black people in Champaign-Urbana and in Chicago migrated to these areas along the route followed by the Illinois Central Railroad. This project, conducted as research on black family organization for a doctoral dissertation in anthropology, centered on the problems of black people involved in this northward migration.

In order to establish necessary rapport for the gathering of information, daily interviews and conversations were held with a sample of these migrants, many of whom were recipients of Public Assistance. Those who participated were paid for their services.

The specific concerns of the project were studying the subjects' management of money on welfare budgets, child rearing practices before and after migration, and the exchange network which exists between black people who have migrated north and their relatives in the South.

The project director concluded from her research that the U of I's service function should include the sponsorship of low cost housing spread throughout Champaign and Urbana, aid and consultation on starting child care centers in the black community, and recreation programs for black community children.

CENTER FOR INSTRUCTIONAL RESEARCH AND CURRICULUM EVALUATION

Effingham School Survey (Gordon Hoke). Federal,state, and University of Illinois funding. 1970-present.

This continuing project is based in the rural area surrounding Effingham, Illinois. The project seeks to examine changes taking place in a rural region, to determine how these changes affect the public schools, and to discover how to cope with change, particularly in the public schools, rather than simply react to it. Field observation is the major method by which the project is conducted.

The project's director indicated that the U of I should continue to be involved in this project because "every social institution has to deal with the problems of the time."

CHEMISTRY

Recruitment of Black Graduate Students in Chemistry (W. Robert Lowstuter and John Lombardi). University of Illinois funding. 1965-present.

Very few black students concentrate their academic careers in the sciences at the University of Illinois. The purpose of this program is to increase the number of blacks in the chemistry profession. In order to reach its goal, the program recruits black students for the Chemistry Department at the U of I, helps to improve chemistry programs at predominantly black colleges and universities throughout the United States, establishes communications between the U of I and black institutions of higher education in regard to the U of I's Chemistry Department, and informs undergraduates about the graduate program in chemistry at the U of I.

The major difficulty in recruiting black students to study chemistry at the graduate level is that very few black students meet the admission requirements for graduate study in chemistry at the U of I.

Under the program, black graduate students visit campuses throughout the country, but primarily in the South, and establish contacts for University of Illinois chemistry professors who later visit the schools and officially recruit students. An alumni newsletter is sent to all students recruited by means of the program, and individual professors aid and counsel students on a one-to-one basis. As of yet no black student recruited through this program has received a doctoral degree in chemistry.

The directors of the program state that the U of I should be actively involved in projects of this sort, because necessary personnel and expertise are available at the university. The directors recommend that the U of I aid other institutions in implementing programs to recruit black students for graduate study in the sciences.

CIVIL ENGINEERING

Aid to Afro-American Contractors (Robert Eubanks). University of Illinois funding. 1970-present.

This program seeks to help black-owned businesses succeed, to establish new job opportunities for young blacks, and to educate black people in the field of civil engineering.

The major conclusions gained from this continuing project are that black contractors can be successful and that their major problem is funding.

The staff of this project consists of two professors, one instructor, varying numbers of graduate students, and several undergraduates. Especially helpful to the program have been the Community Advocacy Depot, through which U of I personnel channel their aid to the black contractors, and the U of I's Equal Opportunity Office. The project director indicated that although contractors give excellent cooperation, little cooperation is received from contractor personnel.

One outgrowth of this project is the Afro-American Consolidated Contractors Association, whose members give each other assistance and advice and occasionally work together on contracts.

COLLEGE OF EDUCATION

Upward Bound (Greta Hogan). Federal funding. 1966-present.

The purpose of this continuing program is to help low income students, both black and white, to enter college. Upward Bound aids students in preparing for the academic and social demands of the college experience, in choosing colleges, and in securing financial assistance.

Most of the funding for Upward Bound comes from federal sources; guidelines specify that the program must not be research oriented. Upward Bound programs are in operation in various locations in Illinois, including Champaign, Urbana, Danville, and East St. Louis. Among the non-U of I agencies which have been involved in the program are the high schools of Champaign, Urbana, and Danville, poverty agencies in Champaign and Vermilion counties, the Urban League of Champaign, and the Champaign Neighborhood Youth Corps.

The director of Upward Bound feels that the U of I does not provide enough services to the local community and that "on paper it seems as if the university is doing more than it really is." She added, "The university has a responsibility to the community because it is right in the middle of it. The university's service function should entail recreation, tutoring, job training, and job opportunities."

COMMERCE AND BUSINESS ADMINISTRATION

Progress Association for Economic Development: See entry under Parkland College projects.

COOPERATIVE EXTENSION SERVICE (AGRICULTURE)

Seed Project (Earl Bantz). Local and University of Illinois funding. 1969-present.

This summer program began in 1969. Its purposes are to provide blacks with summer employment and to teach neighborhood children how to grow produce. Much of the produce grown by the children who participate is used by their families, most of whom are economically disadvantaged. The remaining produce is sold by the children. It was found that the children benefit from participating in a program with such tangible results.

Plans are being made to expand this program to Danville, Decatur, Springfield, and other cities in central Illinois.

COOPERATIVE EXTENSION SERVICE (HOME ECONOMICS)

Expanded Food and Nutrition Program (Geraldine Acker and Mary Hubbard). Federal funding. 1968-present.

In 1968 a nutritional health program was begun by the U of I Cooperative Extension Service in order to deal with the problem of the poor nutritional habits of low income families. The program seeks to improve the nutritional well being of low income families and, thus, their overall health. Since its beginning this program has been recognized as a successful approach to helping low income families with food and nutrition problems.

The project is in operation in thirty-seven Illinois counties. In Champaign County the staff consists of three U of I professors, eleven program assistants, fifty county extension staff members, one graduate student, and other personnel from the national teacher training program.

One of the project directors indicated that thus far "the program is reaching its target objects, which are low income families. Charts indicate that families are improving their nutritional habits, based on the fact that they are consuming a lot more vegetables, fruits, and meats." Although the program faced several problems, these problems were resolved fairly easily. "The program has come a long way. It is impossible to change people's personal habits overnight."

EDUCATIONAL RESOURCES INFORMATION CENTER

ERIC Clearing House of Early Childhood Education (Lilian Katz). Federal funding. 1967-present.

The ERIC Clearing House of Early Childhood Education collects, stores, and disseminates information on programs in the United States which involve young children. Funding for the clearing house comes from federal sources. The ultimate beneficiaries of this center are disadvantaged children, because many suggestions are made for the improvement of programs involving these children.

The clearing house staff consists of five graduate students, one undergraduate, and ten other U of I staff members, two of whom are nonacademic employees. The program has involved graduate students who are members of minority groups. The clearing house director pointed out that "this is a real shift and most of these students are going to school to improve practice, not for research."

The director added, "The teacher training program is no good; the children need help on a day-to-day basis. The students training to be teachers cannot do this by taking courses and by giving the children moral support. The students through the university should be directly useful to those who need them. The university should take the training to the field and should coordinate all of its resources to aid in this area."

ELEMENTARY EDUCATION

Student Teaching at Community Day Care Center (Joyce Lohman). University of Illinois funding. 1967-present.

Community Day Care Center is one of several child care facilities at which U of I students in early childhood education receive practical experience. In addition to providing field experience for the students, the program allows the children enrolled in day care facilities to meet a variety of people and also supplies schools which need teachers with extra personnel.

The program has been in operation for five years. The interviewee, a co-director of Community Day Care Center, feels that the use of student teachers has been valuable, although some student teachers have been frustrated by the strict methods used by teachers under whom they work.

Another difficulty lies in the fact that the student teachers are assigned only to morning school sessions, so that in effect they experience a nursery school rather than a day care situation. The director felt that students should be scheduled to work throughout the day in order to gain a more complete picture of day care.

The director feels that students in other areas besides early childhood education should be involved in programs like this one.

EQUAL EMPLOYMENT OPPORTUNITY FOR CONSTRUCTION

Electrical Employment Opportunities for Blacks (Ramon Vogel). Local and private funding. 1971.

This program was an experimental project which sought to obtain jobs for minority group high school students as tradesmen in electrical employment. The students were recruited and subsequently placed in job situations by the business agent of the local electrician's union. Difficulties arose because contractor employees were not interested in teaching the students their skills.

The project's director indicated that this program was not successful, but that such programs are needed to help members of minority groups gain admission to unions.

HOME ECONOMICS

Clothing Project (Marjorie Mead). State and University of Illinois funding. 1971-1972.

This statewide project aided low income people in budgeting their money, in an effort to help them clothe their families more adequately. The staff consisted of thirteen U of I professors and seven county extension staff members.

Problems faced by the staff in administering the project centered around lack of time to work with participants and inadequate facilities. These difficulties did not impede the progress of the project significantly, however, and the staff recommended the establishment of an enlarged program.

The project director stated that she feels that the U of I should be involved in this kind of program, and that university personnel should be out in the community helping people to solve their problems.

Especially helpful to this project was the State Board of Vocational Education and Rehabilitation, which aided in planning and financing.

INSTITUTE FOR RESEARCH ON EXCEPTIONAL CHILDREN

Projects for Handicapped Children (Merle Karnes). Federal, state, local, and University of Illinois funding. 1965-present.

This project has its primary focus in the Champaign-Urbana area, but also covers a thirty-mile radius around the two cities. The object of the project is to encourage the initiation of programs for the handicapped, especially programs focusing upon handicapped children of preschool age.

Thirty similar projects are in operation throughout the country, all of which are conducted through demonstration. This approach limits effectiveness in some cases because only a short amount of time is available for the project staff to work with any given program and because many facilities are inadequate for the requirements of the programs.

The staff for the project consists of twenty-nine people, including four U of I professors, two graduate students, and seven undergraduates.

JANE ADDAMS SCHOOL OF SOCIAL WORK

Community Mental Health Evaluation (Merlin Taber). Federal funding. 1965-1971.

This mental health study, which was made over a six-year period, focused upon low income blacks in Champaign-Urbana. By means of statistical analysis of available data in the field and direct observation of the community, the project attempted to discover facts about the workings of community mental health programs in Illinois. The impact of the statewide zone program in one community, Champaign-Urbana, was viewed.

The project director feels that U of I faculty members should be encouraged to perform public service as well as research.

Extended Family Services (Mark Hale). Federal and University of Illinois funding. 1969-1972.

This project, aimed at low income people, sought to extend the services of the Champaign County Family Service Agency to clientele groups which have not generally been recipients of the agency's services in the past. Through their work with the project, students in social work at the U of I were provided with opportunities to test their classroom experiences in field situations.

Funding for the project was obtained from federal sources and from the U of I. New clientele groups were first sought in the immediate area of Champaign-Urbana; later the project was expanded to include all of Champaign County.

The interviewee, director of the Jane Addams School of Social Work, stated that in his opinion this type of program should not be among the U of I's major priorities. "The university should not be a social service agency of the community."

OFFICE OF RECREATION AND PARK RESOURCES

Champaign-Urbana Girls' Club (Charles Pezoldt). Self sustaining through dues. 1971-present.

The Office of Recreation and Park Resources at the U of I has had continuing involvement with the Girls' Club since it originally helped the club to begin its activities. The club has been provided with advice on such matters as its constitution, bylaws, financing, and long range planning.

The club, located in the black community of Champaign-Urbana, seeks to provide wholesome leisure time activities for girls, especially those from low income families. Establishment of physical facilities for activities and maintenance of ongoing leadership for the club have been continuing concerns.

Community Recreation Coordinating Council (Charles Pezoldt). No funding. 1969-present.

A need has been felt for a multi-purpose center to serve Champaign-Urbana residents in regard to existing social and recreational problems. In 1969 the Community Recreation Coordinating Council was established to study the feasibility of building a multi-purpose center in the black community of Champaign-Urbana. The interviewee, a member of this council, feels that such a center would be a suitable project for the U of I to be involved in.

The council endorsed the concept of a multi-purpose center. It concluded that one or more public agencies should accept sponsorship and that financing is related to a comprehensive plan for Champaign County. The council is still in existence and currently is dealing with problems of location, sponsorship, financing alternatives, and programs. As yet no concrete plan has been formulated.

The interviewee, a U of I faculty member, feels that solutions to problems which exist throughout the state should be found on the local level, and should then be applied in other areas. He believes that public service deserves greater emphasis: "The university's mission is threefold: teaching, research, and public service. All of these should be equally important. Unfortunately, the university's current emphasis on research is high in its reward system, and is not high on these kinds of [public service] projects."

PSYCHOLOGY

Instructional Effectiveness Program (Robert Menges). University of Illinois funding. 1969-1971.

In September 1968 nearly six hundred students from low income families, primarily black, were admitted to the University of Illinois through the Special Educational Opportunities Program (SEOP). As an aid to this new program, the Psychology Department at the U of I instituted a new course, Psychology 105, in order to test innovative methods of teaching basic psychology material to SEOP students.

The goals of this program were to assess the effect of the course upon SEOP students, to identify what factors in instruction were most beneficial to the students, and to apply this knowledge to teaching other students.

The major conclusions from the program were that the performances of the SEOP students in the course were above what would have been predicted from the students' test scores and educational levels, and that the availability of tutors for advanced courses facilitated the performance of SEOP students.

Summer Skills Program (Frank Costin). University of Illinois funding. 1965.

This project, which involved high school students from economically disadvantaged backgrounds who had been admitted to college, attemped to deal with difficulties encountered by such students in adjusting to a college environment. Most of the participants were black. The students took part in an eight-week orientation program held during the summer preceding the beginning of their college careers. The program involved counseling, recreation, employment, social affairs, and classroom work. An attempt was made to discover whether the students' performance in college would be improved through their participation in the program.

The staff for the program consisted of one U of I professor and five graduate students; high school personnel served as consultants.

The project director expressed the opinion that the U of I should increase its involvement with the community because "we have the expertise to deal with problems. The university's service function should entail researching problems and helping to supply personnel to help solve community problems. In other words, I don't think the university should be isolated from the community."

Community Psychology Action Center (Julian Rappaport). State and private funding. Continuing program.

The Community Psychology Action Center seeks to increase the number of services and strengthen the resources available to poor people in Champaign-Urbana. Because the project is directed toward poor people, it has the potential for high black participation.

The center is specifically oriented toward finding solutions to critical social problems and training psychologists to find these solutions. The present consultation-research approach to community mental health offered by the center has aided chronically unemployed blacks, welfare mothers in need of day care services for their children, and juvenile offenders.

The director of this project feels that the U of I's service function should include providing technical skills to the community, supporting locally oriented projects, giving financial support and training to community organizations and residents interested in working on community problems, and conducting research to improve the progress of the community.

SECONDARY AND CONTINUING EDUCATION

Special Courses at University High School (M. Eleanor McCoy). University of Illinois Foundation funding. 1969-present.

The goal of this continuing project is to raise the academic performances of students with histories of low achievement to meet admission standards for acceptance into University High School. Special classes in mathematics, science and reading are held in an attempt to reach this goal. Although both white and black students participate in the classes, emphasis is placed upon black students. The goal of balancing the racial composition of the student body at the high school is part of the reason for this emphasis. At present most of the students at the school come from white middle class backgrounds.

The major conclusion from the project is that underachievers, particularly black underachievers, need the special attention of teachers who are willing to accept the students on the students' own terms. According to the project director, "We cannot make them into middle class whites."

During its three years of operation, the program has faced the problems of inadequate funding, personnel, and facilities. The U of I Foundation supplied money for the project during the 1969-1970 and 1970-1971 academic years, but during the 1971-1972 academic year no funds were available from this source. As a result, there has been no planning for an expanded program.

SOCIOLOGY

Community Mental Health Study (Norman Denzin). Federal, state and University of Illinois funding. 1965-1971.

The purpose of this project was to develop and test a theory of organizational growth with specific reference to several organizations. One of the organizations studied was a mental health center serving the black community of Champaign-Urbana.

The project director indicated that the U of I's service function has not included any systematic attempt to deal with the complex character of the local community, although faculty members in the social sciences have become more actively involved in public service.

SPEECH

Speech and Hearing Clinic (J. J. O'Neil). Federal, state, and University of Illinois funding. 1967-present.

This continuing program provides speech and hearing therapy students with experience in practical situations and helps them to appreciate the varied economic situations of their clients. The program is not aimed exclusively at low income people, but it does provide them with services previously unavailable. The staff consists of six U of I professors and twenty students who receive on the job training.

The director of this project commented that "service activities don't seem to be anything the university rewards. The people who try to provide services, whether here or outside, are not considered worthy of promotions. I can see why many people at the university don't approach the community. The university does not consider this a positive step that totals up points for promotions and pay raises. The university doesn't fully appreciate those involved in service."

SURVEY RESEARCH LABORATORY

Black Census (Matilda Frankel). University of Illinois funding. 1968.

This project sought to identify various categories of potential black workers in Champaign-Urbana to aid the U of I in increasing the number of black employees. One university professor, five graduate students, three undergraduates, and five clerical workers constituted the staff for the project.

Problems facing this project were not enough personnel and uncooperative personnel who did not produce as much work as expected by the project director.

The project culminated with a report including data for employment by age, sex, and occupation, as well as unemployment statistics.

VOCATIONAL AND TECHNICAL EDUCATION

Land Laboratory (Robert Walker). Federal, state, and University of Illinois funding. 1967-1970.

Educational programs for the disadvantaged should be actively oriented, student centered, and responsive to the academic needs of disadvantaged students. These were the major conclusions of this project.

The focus of the project was on curriculum building for academically disadvantaged public school students. The staff of the project was successful in changing the students' attitudes toward school and education; the students responded by learning basic skills taught by the staff in reading, writing, mathematics, and speaking.

The community's attitude toward the changes caused by this program was favorable. The director feels that the U of I's service function should include working with schools and organizations to develop appropriate programs to meet the needs of their clientele.

OTHER UNIVERSITY PROJECTS

Chancellor's Housing Council (R.D. Katz). No funding. 1971-present.

This council seeks to determine ways in which the U of I and the cities of Champaign and Urbana can work together toward solving the housing problems facing poor people in the two cities. The interviewee, an expert in housing employed as a professor at the U of I, feels that the council has pointed up the need for U of I involvement in current local housing problems.

Senate Committee on University-Community Relations (Robert Eubanks). University of Illinois funding. 1970-present.

This committee was established to survey the status of relations between the U of I and the community of Champaign-Urbana, with special emphasis on the black community. The committee has been assisted in its work by black community residents, especially members of the Community Advocacy Depot.

A permanent committee for consideration of U of I community relations was established as a follow-up to the original committee.

Summer Sports Program. Private funding. 1971 and 1972.

During the summers of 1971 and 1972 several hundred local youths from economically disadvantaged families participated in the Summer Sports Program. The program, funded by the National Collegiate Athletic Association, was instituted in response to the fact that many young people from economically disadvantaged families encounter problems because constructive recreational facilities and programs are not available. The program emphasized group activity, increased interaction, and basic instruction in sports. U of I units involved in the program included the College of Physical Education, the Chancellor's office, and the Dean of Students' office.

The school systems of Champaign and Urbana were helpful to the program, as were the park districts of the two cities. Community people were employed on a part-time basis during the course of the program.

Similar programs may be held in future years if funding is obtained.

University Committee on Housing Research and Development (R. D. Katz). Federal, state, local, private, and University of Illinois funding. 1970-present.

According to the chairman of this committee, who is also a professor of architecture at the U of I, the university has the expertise to conduct research on housing and to train people in this field. The committee chairman feels that the U of I has a responsibility to work with public and quasi-public agencies which seek assistance in such areas as housing. In regard to the university's public service function, the interviewee commented, "Illinois has experienced a shift in its population from rural, agriculturally based areas to urban industrial areas. Accordingly, the university has responded to this shift to some extent in its public service function. However, the traditional notion of the county agent cannot be transferred automatically to urban situations. There is a definite need to assess the university's public service responsibility, to chart its goals, and to see how present mechanisms fulfill or do not fulfill these goals."

The Committee on Housing Research and Development attempts to devise mechanisms for research in the area of housing for low income families. Agencies in various areas of Illinois, including Champaign-Urbana, East St. Louis, Decatur, Rockford, Joliet, and LaSalle County have worked with the committee.

In order to deal with housing problems faced by low income families in Illinois, the committee assists public and quasi-public agencies, applies research in supplying these agencies with information about housing, conducts basic research on housing and housing-related problems, and enlists the assistance of other U of I units in solving housing problems.

The staff of the committee consists of eighteen U of I professors and fifty-three students, including seven research assistants. Funding comes primarily from the Illinois Department of Local Government Affairs, channelled through local agencies.

NON-UNIVERSITY PROJECTS

PAL Program (James Burnett). Local funding. 1960-present.

This continuing program seeks to foster one-to-one relationships between adults and community children between the ages of eight and eleven. It is hoped that through these relationships the children will be exposed to various new learning experiences. Specific goals established for the PAL program include broadening the horizons of the children, educating parents and students involved in the program, and bringing about the unity of black and white community people by means of work for common goals. Many of the older participants in the program are U of I students, although the program's formal affiliation is with the University YMCA.

Funding for the program comes from local sources such as the YMCA, U of I residence hall funds, the Undergraduate Student Association, Campus Chest, and local fund raising events.

Problems presently facing the program are inadequate funds and facilities and not enough personnel and time to work with the children. The project director indicated, however, that these difficulties have not affected the objectives of the program significantly.

Problems have also been caused by the lack of cooperation of various organizations, which do not provide funding or agree to the use of their facilities by the program.

The director of this program feels that the U of I should become actively involved in programs of this type: "The university has facilities, resources, and funds to support the community programs. The PAL Program would not be in the difficult position of having to raise funds from many sources if the university were involved in the program."

He added, "The community feels that the PAL Program is one of the few organizations dealing with developing upon and broadening the scope of the community at no cost to the community. The community has a very positive view toward the program." The project has been useful to both children and U of I students; an attempt is being made to arrange for academic credit to be awarded to participating students.

Program for Pregnant High School Women (Marlene Davis). No funding. 1967-present.

Although there is no direct U of I involvement, this program was included in the survey because of the U of I's connection with the Adler Zone Center in Champaign. A staff member at the center devotes her time to this program; there is no outside funding. Goals for the project are to keep pregnant girls in school, to provide prenatal care, and to create opportunities to relieve anxieties felt by the girls in their special situation. Plans are being made for continued contact with participants after they have given birth and returned to school.

After five years of experience with the program, the director concludes that a definite need exists for better sex education at all school levels, and that the program is needed increasingly each year as more unmarried girls become pregnant.

Since the program began, many private doctors in the area have been helpful in treating the pregnant girls. Some school personnel, however, have been uncooperative. According to the director, "The reason they are uncooperative is because of ignorance. They live in the past, don't want to try new techniques, and are apprehensive about pregnant girls in school."

Other problems have arisen in regard to finding baby sitters and day care for the children born to program participants, and in training personnel to work with the girls. Poor follow-up has led to repeated pregnancies.

The project director feels that the U of I should aid her program. She perceives the university as using the community for research purposes, but not helping to provide programs of direct benefit to the community.

Volunteer Illini Projects (Rita Diehl). Local and University of Illinois Foundation funding. 1966-present.

The goals of this independent student project focus upon providing manpower to aid in the work of community agencies and upon providing opportunities for U of I students to gain knowledge and experience in community problems.

Volunteer Illini Projects (VIP) receives a large part of its funding from the University of Illinois Foundation. Individuals in the community also make financial contributions to VIP, as do local businesses to a lesser extent.

The VIP staff consists of four professors who serve as an advisory board, five other university staff members, approximately twenty graduate students, and approximately seven hundred undergraduates.

The program faces problems of inadequate funding.and too few personnel. The fact that some student volunteers do not have enough time to keep their commitments to the program has also been a problem. Some individuals in the community have been uncooperative to the project; the interviewee attributes this to "differing philosophies of volunteerism and prejudice against students being in the community." VIP's objectives have been affected by its problems in that limited funds curtail the number of student volunteers who can be placed and hamper the staff in seeking out all of the available resources which could be utilized by the project.

The interviewee feels that VIP is the type of project in which the U of I should be involved: "The university has many unused resources, nine-to-five buildings, etc., which could be used by the community. Students should be allowed to take a year off and work in the community for credit." She noted, however, that "when the university gets involved in the community the community slackens its efforts; the university has a paternalistic air toward the comunity."

Those involved in VIP have recommended that it become formally affiliated with the U of I through an extension program.

Agencies in which VIP volunteers have worked include the Danville Veterans Administration Hospital, Lincoln State School, the Champaign Park District, elementary schools in Champaign and Urbana, and the Department of Health.

Neighborhood Youth Corps (Fred Painter). Federal funding. 1965-present.

This continuing effort attempts to assist needy high school students to remain in school, to grow personally, and to improve their employability. An attempt is also being made to improve the educational programs in which the students are trained. Problems in funding and lack of time have meant that the program has not reached as many students as might have benefited from it.

One member of the University of Illinois Cooperative Extension staff who was involved with the Neighborhood Youth Corps feels that the university should become more active in this sort of program because the U of I is a public agency. "The university's service function should be educational. I think this is the role we are pursuing. We are not in research, but in adult and youth education."

Formal U of I involvement with the Neighborhood Youth Corps, however, ended in late August 1971. At present the Illinois Farmers Union is the sponsoring agency of this program, while the Community Advocacy Depot is the local cooperating agency in Champaign-Urbana.

Parkland College
Public Service Projects

Continuing Education Program (Phillip Walker). Parkland College funding. 1967-present.

This program provides educational experiences for people who are not primarily students. The specific goals of the program are to upgrade vocational skills, to provide the opportunity for educational experiences leading to new occupations, to enrich students' lives through education, and to give participants the opportunity to acquire Associate of Arts degrees or to complete lower division Parkland requirements on a part-time basis.

One hundred twenty-five Parkland instructors teach courses in the program. An advisory committee of twelve community people suggests courses and evaluates the program.

Inadequacies in funding, personnel, and facilities have been problems for the Continuing Education Program. In addition to these problems, the high tuition cost and the limited scope of the program have affected program objectives. The goal of reaching the economically disadvantaged is impaired by high tuition costs and formalized class structures.

Among the recommendations made to improve the program are 1) that $50,000 be appropriated for community service projects under the program; 2) that follow-up work be done on students who have participated in the program; 3) that classes be made less structured; and 4) that tuition waivers be made more widely available.

Dental Hygiene Program (Robert Cross). State and Parkland College funding. 1968-present.

This continuing program provides vocational training for students and helps to improve the dental health of lower income community residents, although a middle income clientele is also served by the program. Approximately twenty-seven students participate in the program. The lack of adequate facilities, however, has prevented some qualified students from participating.

The director of the program stated, "The University of Illinois Health Service and this program need to be in closer contact, and the program needs greater community involvement." In order to encourage such involvement, a mobile dental clinic may be employed.

According to the director, "Programs like this are just a drop in the bucket compared to funds allocated for research. More funds, especially federal funds, should be available for programs of this nature. So far, these funds are not forthcoming."

Preparedness Program (Troy Simpson). State and Parkland College funding. 1969-present.

The purpose of this program is to provide education with special service to the academically, socially, and economically disadvantaged. The program seeks to help such individuals to become students at Parkland, to help students be successful in their college experience, and to help them become self-sustaining and self-fulfilling.

The project is primarily centered in Champaign-Urbana; its staff consists of fifteen people.

Problems faced by the Preparedness Program include inadequate funds, facilities, personnel, time, and lack of involvement by agencies and industries. For example, the Illinois Department of Public Aid will not give educational supplements to public aid recipients who are program participants because of funding restrictions and allocations to other local agencies such as the adult education program. These problems affect the goals of the program in that they limit its content and the number of students.

Recommendations made to Parkland for improving the program have been carried out. The major change, according to the director of the program,has been in the college's attitude toward the program. The director stated, "The project demonstrated that it was worthwhile through solidarity on the part of the staff and by the success of students in college who have finished the program."

Plans for the future include additional research to find out what happens to students after they have completed the program, to incorporate what is learned from this into the program, and to investigate possible expansion.

The director views this type of program as desirable: "The college is set up to affect the community. It should give direction and be involved in the community and should be a community advocate. The college is part of the community and thus has a responsibility for involvement." The director views the U of I's service function as "providing the community with technicians and assistance in developing and coordinating philosophies for living. Change affecting the community comes from its people, agencies, and groups. The college should coordinate this change. There also needs to be a coordinating body between the University of Illinois and Parkland College for the good of the community."

Black Culture Week (Phillip Walker). Parkland College and student government funding. 1969-present.

Black Culture Week is an annual event sponsored by Parkland College student government which focuses upon social, cultural, and political experiences of black people.

Cooperation for this project has come from the University of Illinois and the local black community. However, the variety and number of events have been limited because of the lack of funds.

Although some white people have reacted with resentment and cynicism to this project, Black Culture Week has tended to develop black people's pride in their cultural heritage and has increased black political awareness. Stronger administrative support, however, is needed.

Progress Association for Economic Development (Phillip Walker and Donald Skadden). Federal and University of Illinois funding. 1970-present.

This project seeks to train instructors and develop a curriculum for a black entrepreneurship program. The University of Illinois is also involved in these efforts. The specific goals of the Progress Association for Economic Development (PAED) are to give interested blacks the skills they need to fulfill business aspirations and to establish a core of economically stable businesses in the black community of Champaign-Urbana.

Three instructors at Parkland, eighteen U of I professors, and twenty-five graduate students are involved in PAED.

Although the program has had many problems, it continues to function. The following general conclusions have been reached: 1) training people for business management is questionable considering the lack of support for these businesses from the community at large and the lack of commitment from established businesses to employ the program's participants; and 2) a more formalized working relationship between Parkland College and the program should exist.

The interviewee at Parkland feels that the college should be actively involved in programs of this type: "The community college has the resources which could be applied effectively to community problems." He went on to state that Parkland's service function should entail sponsoring programs to remedy society's problems, allowing the community to use its facilities, serving as a source of information about educational and social welfare resources, and conducting action oriented research to support community programs.

In regard to the U of I's service function, the Parkland interviewee noted, "The university has used its statewide responsibilities as a way to justify its lack of local involvement. However, each state university is responsible for its local community."

Student Activities at Parkland (Richard Karch). Student government funding.

The Parkland College student government seeks to involve students in community activities in which they will continue to participate after college. Through various activities, Parkland students are involved in such local organizations as Teen Challenge, Neighborhood Youth Depository Depot, Concerned Citizens Committee, Gemini House, veterans' groups, and other service projects.

Inadequate funds, facilities, personnel, and time, and lack of transportation for student volunteers to projects in outlying parts of the district are problems facing the program.

The student activity director at Parkland indicated that academic considerations must come first at the college, and that the use of facilities and staff assistance must be determined by the college's faculty. He pointed out, "The University of Illinois has a different and larger scope than Parkland College. There tends to be conflict between commitments to the community and commitments to the state." He added that cooperative planning by the U of I and Parkland is needed.

Tech-math and Tech-physics Programs for High Schools (Clifton Matz). State and Parkland College funding. 1968-present.

The purpose of this project is to develop high school curricula in technical mathematics and physics, including the writing of suitable textbooks. High school teachers as well as Parkland personnel have been involved in all aspects of the project.

Conclusions drawn from the project are that there is a need to review high school curricula for non-college bound students, to develop new curricula for occupational preparation based upon the findings of this project, and to provide for flexibility in the scheduling of classes and class lengths for non-college bound students.

The project director feels that Parkland is a service organization and should demonstrate concern for people in the community. He noted, "As much cooperation as possible should be fostered between Parkland College and the University of Illinois, and appropriate research findings from the university should be applied in practice by the college."

Training of Teacher Aids (Mary Lou Brotherson). Federal, state, and Parkland College funding. 1968-present.

This course of study at Parkland seeks to provide students with knowledge and information concerning children, education, and the role of the teacher in the classroom; to give instruction in skills and techniques of being a teacher; and to develop an understanding of interpersonal relationships between teacher aid students and classroom teachers. Training is provided for people who would otherwise not have continued their education.

In order to give the program direction, an advisory committee with members from the U of I, Parkland College, and the black community was established. This committee has made several recommendations to Parkland for improving the program, although none have been implemented thus far. The council recommended that the program last two years rather than one, that it sponsor workshops for teachers, and that the program's course titles be changed so that they can be transferred to other curricula at the college.

The director of this program feels that Parkland and the U of I should be jointly involved in programs of this type: "The college should do as much as necessary to meet the needs of students and the community. The university's role of research will lead to ultimate public gain."

APPENDIX E1
Questionnaire II: Form

Begin Time ____________

End Time ____________

INTERVIEWER: ____________

QUESTIONNAIRE # ____________

TITLE I STUDY
OTHER UNIVERSITIES

A.

NAME ____________________ TELEPHONE ____________

SCHOOL NAME ____________________

OFFICE ADDRESS ____________________

B. CONTACT ATTEMPTS

			RESULTS				
	DATE	TIME	NC	BUSY	INT.	APPT.	OTHER
1.	____	____	☐	☐	☐	☐	☐
2.	____	____	☐	☐	☐	☐	☐
3.	____	____	☐	☐	☐	☐	☐
4.	____	____	☐	☐	☐	☐	☐

C. FINAL DISPOSITION

INT ☐
NC ☐
REF ☐ ——→ Explain ____________________

1. What is the official title of your office?

____

2a. Is your office the primary liaison between the college/university and the community with respect to community relations?

Yes ☐ No ☐

b. Is there an office or department which acts as the liaison between the college/university and the community?

probe- appropriate office

Yes ☐ No ☐ →(terminate)

c. Which office is that?

____
(terminate)

3. Does your office primarily initiate programs directly for the community or do you act primarily as a coordinator for programs originating elsewhere in the college/university?

Initiate ☐
Coordinate ☐
Both ☐

4. In general, do the initial ideas for new community programs originate from your office, the community, or some other source?

Office ☐
Community ☐
Other ☐ ——→ (specify) ____________________

5a. Are there any members from the community who work with your office on a continuous basis solely in the area of community programming?

Yes ☐ ↓ No ☐ → (skip to q. 6)

b. How many community people are involved in these activities? ____________________

c. What role do these people play in the area of programming? ____________________

____

d. Do you feel that this type of participation by community members helps to make programs more successful??

Yes ☐ No ☐

e. Why do you say that? ____________________

____

6. Does the community as a whole have an opportunity to review proposed programs prior to implementation?

Yes ☐ No ☐

7a. Does the community have the opportunity to formally review programs after they have been implemented?

Yes ☐ ↓ No ☐ → (skip to q. 8a)

b. In what way? ____________________

____

8a. Corporate management is often discussed in terms of top management, middle management, lower management. Generalizing this idea to college/university administrators, would you consider your office to be top level, middle, or lower level?

Top ☐
Middle ☐
Lower ☐

8b. How has this level helped or hindered your ability to initiate community programs?

____

____

____

8c. To whom do you directly report? ____________________

____

9a. Has there been any change in either the function of your office or its level in the college/university since it was organized?

Yes ☐ ↓ No ☐ → (skip to q. 10a)

b. In what way? ____________________

____

____

10a. Was your office organized at the time the college/university was founded?

Yes ☐ No ☐ ↓

b. In what year was your office organized? __________

11a. Was your office organized in response to requests which the community made of the college/university?

Yes ☐ ↓ No ☐ → (skip to q. 12a)

b. What was the nature of these requests? ____________________

____

____

12a. Other than the college/university, are there any other organizations or institutions in the community which sponsor community programs?

Yes ☐ No ☐ (skip to q. 13)

b. What is your relation with them? ____________________

____

____

c. Which one organization or institution in your community would you say is the most active in community programming?

____

13a. Approximately what was your office's total operating budget last year?

less than $5,000 ☐
$5,000 - 9,999 ☐
$10,000 - 19,999 ☐
$20,000 - 29,999 ☐
$30,000 - 49,999 ☐
$50,000 - 74,999 ☐
$75,000 or more ☐

13b. Since your office has been in operation have there been any significant increases in your budget?

Yes ☐ No ☐ → (skip to q. 13d)

c. Could you explain why?

____

____

13d. Are there any significant resources which the college/university makes available to your office which are expenses to your budget?

Yes ☐ No ☐ → (skip to q. 14)

e. What are these?

____

____

(If this office does not initiate programs, question 3, skip to q. 17)

14. Is the majority of your budget based on a fiscal year allocation or are funds allocated to your office on a program basis?

Fiscal basis ☐
Program basis ☐

15. In the past have your budgets been large enough to allow you to undertake all the community programs which you felt were worthwhile?

Yes ☐
No ☐

16. Does the community ever contribute funds to your office so that specific programs can be developed?

Yes ☐
No ☐

Now we would like to shift to a different topic and ask a few questions about some programs which your school may of may not provide.

17. Are any of the following facilities at your school available for community use ....

	Yes	No
a. classrooms	☐	☐
b. meeting or conference rooms	☐	☐
c. dining areas	☐	☐
d. recreation areas	☐	☐
e. entertainment facilities	☐	☐
f. other (specify) ____________________		

____

(If any "yes" to q. 17, skip to q. 21a)

18a. Is there a college/university policy, either stated or implied, which denies the use of your school's facilities to the community?

Yes ☐ No ☐ ⟶ (skip to q. 21a)

b. What are the two or three main points of this policy?

1. ________________________
2. ________________________
3. ________________________

19. What adverse effects has this policy had on the relationship between the college/university and the community?

____

20a. Has the community ever attempted to change this policy?

Yes ☐ No ☐ ⟶ (skip to q. 24a)

b. What has the community done?

____

(skip to q. 24a)

21a. Is there a college/university policy, either stated or implied, which delimits the ability of the community to utilize your school's facilities?

Yes ☐ No ☐ ⟶ (skip to q. 22)

b. What are the two or three main points of this policy?

1. ________________________
2. ________________________
3. ________________________

c. What events led up to the formulation of this policy?

____

22. As a result of allowing the community to use your school's facilities, have you encountered any of the following difficulties?

	Yes	No
1. Inability to enforce use regulations	☐	☐
2. Theft or vandalism by community people	☐	☐
3. Conflict or harassment between community people and college/university people when both use the facilities	☐	☐
4. Difficulty in establishing equitable use schedules	☐	☐
5. Other difficulties..(Specify) ____________		

(If all "no" skip to q. 24a)

23a. Have any of these difficulties caused the college/university to consider closing off the facilities to the community?

Yes ☐ No ☐ ⟶ (skip to q. 24a)

b. What action has the college/university taken on this issue?

____

24a. Does the college/university work with other communities on an extension basis to provide these communities assistance in developing programs?

Yes ☐ No ☐ ⟶ (skip to q. 25a)

b. Could you briefly describe the work being done in this area?

____

25a. Are there any permanent relations or avenues of communication between the college/university and city officials, community leaders, or other community service agencies?

Yes ☐ No ☐ → (skip to q. 26a)

b. What are these? ______________________________

____

c. Have these relations been instrumental in avoiding problems between the community and college/university?

Yes ☐
No ☐

26a. It is generally accepted that college/universities have three functions; teaching, research, and public service. How would you rank these functions in their order of importance to your institution?

1. ______________
2. ______________
3. ______________

26b. Do you foresee any change in this ranking in the immediate future?

Yes ☐ No ☐ → (skip to q. 27a)

c. How would you rank these functions five years from now?

1. ______________
2. ______________
3. ______________

27a. Would you say that community service is extremely important, slightly important, not very important, or not important at all in the operation of your college/university?

extremely important ☐
slightly important ☐
not very important ☐
not at all important ☐

27b. Why do you say that?

____

____

Now we would like to ask you some general questions about overall university participation in community programs.

28a. In general would say that the degree of participation in community programming by (faculty, professional staff) is high, medium, or low?

	High	Medium	Low
a. faculty	☐	☐	☐
b. professional staff	☐	☐	☐

28b. Why do you say that faculty has a ______________ degree of participation?

____

____

28c. Why do you say that the professional staff has a ______________ degree of participation?

____

____

29. Are faculty and professional staff rewarded by the college/university in the form of salary increases or promotion for their participation in community programs?

Yes ☐
No ☐

30. Are there community programs initiated by other members of the college/university which are not under the direct control of your office?

Yes ☐
No ☐

31. Other than standard adult education courses, are there any courses offered to the community which serve to improve the general well being of the community?

Yes ☐
No ☐

32. How would you geographically define the community served by your institution?

33. What is the racial composition of your community:

Black _____%
White _____%
Spanish-American _____%
Other (specify) _____

24. Finally, what per cent of the programs at your institution are directed towards....

businessmen _____%
farmers _____%
law enforcement agencies _____%
black members of the community _____%
white members of the community _____%
other groups (specify) _____

Could you make any suggestions as to who we might contact to get a better understanding of what programs are being sponsored by the college/university?

Could you forward any publications or write-ups on these programs, especially the ones centered in your office?

will send material ☐
will not send material ☐

Do you have any comments or further questions?

APPENDIX E2
Questionnaire II: Respondents

Aurora College
Aurora
Robert Richardson
College Relations

Barat College
Lake Forest
Bernard McCue
Director, Development and Public Relations

Bradley University
Peoria
Donald Albanito
Dean, Continuing Education Office

Chicago State University
Chicago
Ben Byrd
Director, Office of Community Services

College of DuPage
Glen Ellyn
William Treloar
Vice President, Community Relations

Columbia College
Chicago
Louis Silverstein
Dean of the College

Concordia Teachers College
River Forest
Carl Halter
Director, Public Relations

Danville Junior College
Danville
Mary Ann Diller
Dean, Adult and Continuing Education and Community Services

Elmhurst College
Elmhurst
Frederick Tyrrell
Director, Evening Session and Extended Services

George Williams College
Chicago
Katherine Abbott
Public Relations

Illinois Institute of Technology
Chicago
David Richert
Media Relations Director, Department of University Relations

Illinois State University
Normal
Francis Brown
Division of University Extension and Field Services

Kendall College
Evanston
Wellington Wilson
Director, Afro American Studies

Lincoln College
Chicago
Wilbur Layman
Executive Vice President

MacMurray College
Jacksonville
S. W. Petersen
Director, Public Relations

National College of Education
Chicago
Marcus Young
Office of Development and Public Relations

Northeastern Illinois University
Chicago
Jacob H. Carruthers
Chairman, Center for Inner City Studies

Northwestern University
Evanston
Jack O'Dowd
Department of University Relations

Rockford College
Rockford
Howard Madel
Director, Public Relations Department

Sangamon State University
Springfield
Christopher Vlahoplus
Office of University Relations

Southern Illinois University
Carbondale
Thurman Brooks
University Services to Carbondale

Triton College
River Grove and North Lake
John Trebbe
School of Continuing Education

University of Chicago
Chicago
Walter Walker
Office of Planning

University of Illinois--Chicago Circle
Chicago
Tunis Dekker
Associate Dean, Division of University Extension

Western Illinois University
Macomb
Carlson E. Crane
Vice President, Community Relations - University Relations

APPENDIX F1
Questionnaire III: Form

Date of Int. ______________

Begin Time ______________

End Time ______________

INTERVIEWER

____

QUESTIONNAIRE # ______________

AREA # ______________

TITLE I STUDY
COMMUNITY QUESTIONNAIRE

A. NAME ______________
ADDRESS ______________

B. CONTACT ATTEMPTS:

	DATE	TIME	RESULTS NC	BUSY	INT.	APPT.	OTHER (explain)
1.	___	___	☐	☐	☐	☐	______
2.	___	___	☐	☐	☐	☐	______
3.	___	___	☐	☐	☐	☐	______

C. FINAL DISPOSITION:

Check one:

Int. ☐ → 1. With person named above ☐
2. With some other person at above address ☐

N.C. ☐ → Explain ______________

1a. Do you or any member of your family personally know any teachers from the University?

No ☐ Yes ☐

b. Who is that?
1. ______________
2. ______________
3. ______________

2a. Do you, or any member of your family, personally know any administrators from the University?

No ☐ Yes ☐

b. Who is that?
1. ______________
2. ______________
3. ______________

3a. Do you, or any member of your family, personally know any teachers from Parkland College?

No ☐ Yes ☐

b. Who is that?
1. ______________
2. ______________
3. ______________

4a. Do you, or any member of your family, personally know any administrators from Parkland College?

No ☐ Yes ☐

b. Who is that?
1. ____________
2. ____________
3. ____________

5a. Have you, or any member of your family, ever attended classes at the University?

Yes ☐ No ☐ → (skip to q. 6a)

b. Were you taking courses for a degree requirement?

Yes ☐ No ☐

c. What degree was that?
____
____

d. What type of class was this?
____
____

6a. Have you, or any member of your family, ever attended classes at Parkland College?

Yes ☐ No ☐— (skip to q. 7a)

b. Were you taking courses for a degree requirement?

Yes ☐ No ☐

c. What degree was that?
____
____

d. What type of class was this?
____
____

7a. Have you or any member of your family used any of the following University facilities?

	Yes	No
1. Illini Union	☐	☐
2. Gymnasiums	☐	☐
3. Museums	☐	☐
4. Theaters or concert halls	☐	☐
5. Auditorium	☐	☐
6. Other → Specify (____________)		

(If all no in q. 7a, skip to 7c)

7b. What kind of treatment did you receive while using these facilities?

Good ☐)
Fair ☐) skip to q. 8a
Poor ☐)

7c. Why have you not used any of the facilities at the University?

____
____

8a. Have you, or any member of your family, used any of the following facilities at Parkland College?

	Yes	No
1. Jefferson Auditorium	☐	☐
2. Student Center	☐	☐
3. Armory	☐	☐

(If all no in q. 8a, skip to 8c)

8b. What kind of treatment did you receive while using these facilities?

Good ☐)
Fair ☐) skip to q. 9a
Poor ☐)

8c. Why have you not used any of the facilities at Parkland College?

____
____

9a. Are you familiar with any of the programs or services which the University or individual people at the university, are providing in the Black Community?

Yes ☐ No ☐ → (skip to q. 11a)

b. What is that? ______

c. Do you make use of these programs or services?

Yes ☐ No ☐

d. Are you pleased or displeased with these programs? (PROBE)

______

______

e. Why don't you make use of these programs or services?

______

______

10a. Is the University providing more or fewer programs and services today than it has in the past?

more ☐ →
fewer ☐ →

b. Why do you say that?

______

______

11a. Are you familiar with any of the programs or services which Parkland, or individual people at Parkland, are providing in the Black Community?

Yes ☐ No ☐ → (skip to q. 13a)

b. What is that? ______

c. Do you make use of these programs or services?

Yes ☐ No ☐

d. Are you pleased or displeased with these programs? (PROBE)

______

______

e. Why don't you make use of these programs or services?

______

______

12a. Is Parkland College providing more or fewer programs and services today than it has in the past?

more ☐ →
fewer ☐ →

b. Why do you say that?

______

______

13. If there were one office where you could get information about the facilities and programs available from the University and Parkland College do you think that you would use this office?

Yes ☐ No ☐ → (skip to q. 16)

14a. Would you contact this office personally or would you ask someone else to help you contact this office?

contact personally ☐ (skip to q. 15)

someone else ☐

b. Who would you ask to help you?

______

15. Do you think an office of this type should be located on the University campus, the Parkland College campus, or in the Black Community?

University campus ☐
Parkland campus ☐
Black Community ☐

16a. Does the fact that the University of Illinois is located in Champaign-Urbana help or hurt the Black Community?

help ☐ →
hurt ☐ →

b. Why do you say that?

______

17a. Have any individual administrators, teachers, or students from the University been especially helpful to the Black Community?

No ☐ (skip to q. 18a)

Yes ☐

b. Who is that? ____________________

c. What did they do? ____________________

18a. Does the fact that Parkland College is located in Champaign-Urbana help or hurt the Black Community?

help ☐ →
hurt ☐ →

b. Why do you say that? ____________________

19a. In the near future Parkland College will be moving from its present location so that the entire College will be located on one campus. Do you know where this campus will be located?

Yes ☐

No ☐ → (explain location of new campus)

19b. How will this new location affect the Black Community?

____

____

20a. Are there any individual administrators, teachers, or students at Parkland College that have been especially helpful to the Black Community?

No ☐ (skip to q. 21)

Yes ☐

b. Who is that? ____________________

c. What did they do? ____________________

21a. Now I'd like you to think of the biggest personal problem you have had living in Champaign-Urbana. If you thought someone at the University could help you solve this problem who would you contact?

____________________ →

b. Is that person an administrator, teacher, or student?
administrator ☐
teacher ☐
student ☐

22a. Thinking of the same problem, if you thought someone at Parkland College could help you solve this problem who would you contact?

____________________ →

b. Is that person an administrator, teacher, or student?
administrator ☐
teacher ☐
student ☐

23a. Now I'd like you to think of the biggest problem facing the Black Community. If you thought that someone at the University could solve this problem, who would you contact?

____________________ →

b. Is that person an administrator, teacher, or student?
administrator ☐
teacher ☐
student ☐

24a. Still thinking of the biggest community problem, if you thought someone at Parkland College could solve this problem, who would you contact?

____________________ →

b. Is that person an administrator, teacher, or student?
administrator ☐
teacher ☐
student ☐

Now I'd like to shift to a different topic and ask you some questions about what you think the University and Parkland College should be doing for the Black Community.

25a. Are you familiar with the SEOP (500) program at the University?

No ☐

Yes ☐

b. What do you think of this program? ______

c. Should this program be more directed toward Blacks in Champaign-Urbana or to Blacks throughout the state?

C/U ☐
Statewide ☐

d. Why do you say that? ______

26a. Are you familiar with the Preparedness Program at Parkland College?

No ☐

Yes ☐

b. What do you think of this program? ______

c. Should this program be more directed toward Blacks in Champaign-Urbana or to Blacks throughout the county?

C/U ☐
Countywide ☐

d. Why do you say that? ______

27a. Do you think that Blacks living in Champaign-Urbana have more, less, or the same opportunity as whites living in Champaign-Urbana to use University facilities?

more ☐
less ☐
same ☐

b. Why do you say that? ______

28a. Do you think that groups from outside Champaign-Urbana have more, less, or the same opportunity to use the University facilities as Black residents of Champaign-Urbana?

more ☐
less ☐
same ☐

b. Why do you say that? ______

29. What resources do you feel the University has available which could be beneficial to the Black Community?

1. ______
2. ______
3. ______

(If no answer is given to q. 29, skip to q. 31a)

30. How do you feel that these resources should be put to use so that the Black Community could benefit from them?

______

31a. What resources does the University not have that you would like to see them acquire which would be beneficial to the Black Community?

____

____

(If no answer to q. 31a, skip to q. 32)

31b. How would these resources help the Black Community?

____

____

32. What resources does Parkland College have available which could be beneficial to the Black Community?

1. ______________________________
2. ______________________________
3. ______________________________

(If no answer given to q. 32, skip to q. 34a)

33. How do you feel that these resources should be put to use so that the Black Community could benefit from them?

____

____

34a. What resources does Parkland College not have that you would like to see them acquire which would be beneficial to the Black Community?

____

____

(If no answer to q. 34a, skip to q. 35)

34b. How would these resources help the Black Community?

____

____

35a. What specific programs or services would you like to see the University sponsor in the Black Community?

____

____

35b. What specific programs or services would you like to see Parkland College sponsor in the Black Community?

____

____

36. In general, what is your attitude towards the University ....

a. administrators ______________________________
b. teachers ______________________________
c. students ______________________________

37. In general, what is your attitude towards Parkland College....

a. administrators ______________________________
b. teachers ______________________________
c. students ______________________________

Now I'd like to ask you a few questions on whether or not the Black Community should have a role in determining what programs and services the University and Parkland College sponsor in the Black Community.

38a. Do you think that the Black Community has an active voice in determining which programs and projects the University provides in the Black Community?

Yes ☐ No ☐

b. Why do you say that? ______________________________

____

38c. Do you think that the Black Community should have an active voice in determining what programs or projects the University provides in the Black Community?

Yes ☐ No ☐

d. Why do you say that? ____________________

39a. Do you think that the Black Community has an active voice in determining which programs and projects Parkland College provides in the Black Community?

Yes ☐ No ☐

b. Why do you say that? ____________________

39c. Do you think that the Black Community should have an active voice in determining what programs or projects Parkland College provides in the Black Community?

Yes ☐ No ☐

d. Why do you say that? ____________________

40a. (Ask only if q. 38c and/or 39c is answered yes, otherwise skip to q. 41a)
If the University and Parkland College were to consult the Black Community about which programs and projects to provide in the Black Community which of the following arrangements do you think would be most beneficial to the Black Community ? (CARD A)

1. A permanent advisory group composed of only community people to make recommendations to the University and Parkland College ☐
2. A permanent advisory group composed of University people, Parkland people, and community people to make recommendations to the University and Parkland College ☐
3. A permanent group of University, Parkland, and community people who would have the power to approve or reject proposed programs and projects ☐
4. A permanent group composed of only community people who would have the power to approve or reject proposed programs and projects ☐
5. Meetings open to the Black Community as a whole to approve or reject proposed programs and projects ☐
6. Some other arrangement (specify) ____________________

40b. (Ask only if 1, 2, 3, 4, in q. 40a was selected)
How should people be appointed to this committee?
____

40c. Who do you think should be on such a committee?
1. ____________
2. ____________
3. ____________
4. ____________
5. ____________

41a. Do you think that Parkland College and the University should work together or separately to provide programs and projects in the Black Community?

together ☐
separately ☐

b. Why do you say that? ____________________

42a. Who should be responsible for developing programs and projects in the Black Community . . .

1. The Black Community only ☐
2. The University or Parkland College only ☐
3. Members of the Black Community working with the University and Parkland College ☐
4. Other (specify) ________________________________

42b. Why do you say that?

____

____

43. Here is a list of problems which many communities have. For the Black Community of Champaign-Urbana, how do you see these problems: do you see them as very serious, fairly serious, or not so serious? (CARD B)

	Very Serious	Fairly Serious	No so Serious
1. Housing	☐	☐	☐
2. Schools	☐	☐	☐
3. Welfare	☐	☐	☐
4. Pollution	☐	☐	☐
5. Crime	☐	☐	☐
6. Transportation	☐	☐	☐
7. Drug and alcohol abuse	☐	☐	☐
8. Sanitation.	☐	☐	☐
9. Relations with the University . . .	☐	☐	☐
10. Parks and recreation	☐	☐	☐
11. Day care for children	☐	☐	☐
12. Local political representation. . .	☐	☐	☐
13. Health care	☐	☐	☐
14. Jobs.	☐	☐	☐
15. Gangs	☐	☐	☐
16. Consumer problems	☐	☐	☐
17. Relations with Parkland College . .	☐	☐	☐
18. Legal services.	☐	☐	☐
19. Teenagers	☐	☐	☐
20. Nutrition and food	☐	☐	☐
21. Education for adults	☐	☐	☐
22. Racism.	☐	☐	☐
23. Senior citizens	☐	☐	☐
24. Police	☐	☐	☐
25. Other	☐	☐	☐

44. From this same list, pick out the five most serious problems facing the Black Community of Champaign-Urbana. (record number of problem)

1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________

45. Let me review this now. You mentioned that ________, ________, ________, ________, ________, were the five most serious problems facing the Black Community. Of those five, which one is the most serious problem facing the Black Community of Champaign-Urbana?

____

46. How do you think the University can help solve this problem?

____

____

47. How do you think Parkland College can help solve this problem?

____

____

Now I'd like to ask you a few questions about yourself.

48. How old were you on your last birthday?

18-20 ☐
21-29 ☐
30-39 ☐
40-49 ☐
50-65 ☐
Over 65 ☐

49. Are you . . .

single (never married) ☐
married ☐
separated ☐
divorced ☐
widowed ☐

50a. How many persons under 18 live in this household? ____________________

50b. How many persons over 18 live in this household? ____________________

51. What was the highest grade which you completed in school?

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐

11 ☐ 12 ☐ 13 ☐ 14 ☐ 15 ☐ 16 ☐ 16+ ☐

52a. Have you ever received vocational or technical training?

No ☐ Yes ☐

b. What was that?
____
____

53. What is your present occupation?

____

54. (Do not ask if respondent is never married)

What is your husband's/wife's occupation?

____

55a. (Check to see if present employment is with University or Parkland, if yes skip to q. 56)

Have you ever applied for work at either the University or Parkland College?

No ☐ Yes ☐

b. Were you hired?

Yes ☐ (skip to q. 56) No ☐

c. Why do you think you were not hired?
____
____

56. How long have you lived in Champaign-Urbana?

less than 6 months ☐
6 months - 1 year ☐
1 year - 5 years ☐
5 years - 10 years ☐
more than 10 years ☐

57. From this card, which letter best describes your income for 1970? (CARD C)

a. under $2,500 ☐
b. $2,500 - $3,999 ☐
c. $4,000 - $5,999 ☐
d. $6,000 - $7,999 ☐
e. $8,000 - $10,999 ☐
f. $11,000 -$12,999 ☐
g. $13,000 -$14,999 ☐
h. more than $15,000 ☐

58. Respondent's race (by observation) Black ☐ White ☐

APPENDIX F2

Questionnaire III: Responses to Closed Questions (Blacks and Whites)

Questions are given in the order in which they appeared on the original questionnaire form, which is contained in Appendix F1. Responses for the 525 black respondents and the 75 white respondents are noted separately for each question, both as raw figures and (in parentheses) as percentages of those responding to each question. The only open ended question for which responses are given here is question 53, for which a breakdown of the types of occupations reported by respondents was compiled.

Q1a. Do you, or any member of your family, personally know any teachers from the University?

	blacks	whites
yes	83 (16.0)	24 (32.4)
no	436 (84.0)	50 (67.6)

Q2a. Do you, or any member of your family, personally know any administrators from the University?

	blacks	whites
yes	99 (19.1)	15 (20.0)
no	420 (80.9)	60 (80.0)

Q3a. Do you, or any member of your family, personally know any teachers from Parkland College?

	blacks	whites
yes	153 (29.7)	10 (13.3)
no	362 (70.3)	65 (86.7)

Q4a. Do you, or any member of your family, personally know any administrators from Parkland College?

	blacks	whites
yes	83 (16.3)	6 (8.0)
no	425 (83.7)	69 (92.0)

Q5a. Have you, or any member of your family, ever attended classes at the University?

	blacks	whites
yes	91 (17.7)	24 (32.4)
no	423 (82.1)	50 (67.6)

Q5b. Were you taking courses for a degree requirement?

	blacks	whites
yes	68 (81.0)	21 (91.3)
no	16 (19.0)	2 (8.7)

Q6a. Have you, or any member of your family, ever attended classes at Parkland College?

	blacks	whites
yes	108 (20.9)	14 (18.9)
no	409 (79.1)	60 (81.1)

Q6b. Were you taking courses for a degree requirement?

	blacks	whites
yes	49 (54.4)	5 (38.5)
no	41 (45.6)	8 (61.5)

Q7a. Have you or any member of your family used any of the following University facilities?

	blacks		whites	
	yes	no	yes	no
Illini Union	319 (62.9)	188 (37.1)	47 (66.2)	24 (33.8)
gymnasiums	171 (34.6)	323 (65.4)	31 (45.6)	37 (54.4)
museums	147 (30.4)	337 (69.6)	31 (44.9)	38 (55.1)
theaters or concert halls	243 (48.5)	258 (51.5)	44 (61.1)	28 (38.9)
Auditorium	250 (51.5)	235 (48.5)	36 (53.7)	31 (46.3)

Q7b. What kind of treatment did you receive while using these facilities?

	blacks	whites
good	278 (76.4)	48 (88.9)
fair	79 (21.7)	5 (9.3)
poor	7 (1.9)	1 (1.9)

Q8a. Have you,or any member of your family, used any of the following facilities at Parkland College?

	blacks		whites	
	yes	no	yes	no
Jefferson Auditorium	65 (13.2)	428 (86.8)	10 (13.7)	63 (86.3)
Student Center	83 (16.7)	413 (83.3)	12 (16.9)	59 (83.1)
Armory	91 (18.5)	401 (81.5)	9 (12.5)	63 (87.5)

Q8b. What kind of treatment did you receive while using these facilities?

	blacks	whites
good	100 (75.2)	18 (94.7)
fair	32 (24.1)	1 (5.3)
poor	1 (0.8)	0 (0.0)

Q9a. Are you familiar with any of the programs or services which the University, or individual people at the University, are providing in the Black Community?

	blacks	whites
yes	166 (32.1)	10 (13.5)
no	351 (67.9)	64 (86.5)

Q9c. Do you make use of these programs or services?

	blacks	whites
yes	93 (58.5)	1 (10.0)
no	66 (41.5)	9 (90.0)

Q9d. Are you pleased or displeased with these programs?

	blacks	whites
pleased	73 (92.4)	1 (100)
displeased	6 (7.6)	0 (0.0)

Q10a. Is the University providing more or fewer programs and services today than it has in the past?

	blacks	whites
more	126 (93.3)	9 (90.0)
fewer	9 (6.7)	1 (10.0)

Q11a. Are you familiar with any of the programs or services which Parkland, or individual people at Parkland, are providing in the Black Community?

	blacks	whites
yes	49 (9.5)	4 (5.3)
no	465 (90.5)	71 (94.7)

Q11c. Do you make use of these programs or services?

	blacks	whites
yes	13 (29.5)	1 (25.0)
no	31 (70.5)	3 (75.0)

Q11d. Are you pleased or displeased with these programs?

	blacks	whites
pleased	9 (100)	1 (100)
displeased	0 (0.0)	0 (0.0)

Q12a. Is Parkland College providing more or fewer programs and services today than it has in the past?

	blacks	whites
more	39 (100)	3 (100)
fewer	0 (0.0)	0 (0.0)

Q13. If there were one office where you could get information about the facilities and programs available from the University and Parkland College do you think that you would use this office?

	blacks	whites
yes	400 (78.4)	42 (58.3)
no	110 (21.6)	30 (41.7)

Q14a. Would you contact this office personally or would you ask someone else to help you contact this office?

	blacks	whites
contact personally	351 (87.3)	43 (95.6)
someone else	51 (12.7)	2 (4.4)

Q15. Do you think an office of this type should be located on the University campus, the Parkland campus, or in the Black Community?

	blacks	whites
University campus	53 (14.1)	23 (59.0)
Parkland campus	20 (5.3)	7 (17.9)
Black Community	304 (80.6)	9 (23.1)

Q16a. Does the fact that the University of Illinois is located in Champaign-Urbana help or hurt the Black Community?

	blacks	whites
help	373 (82.1)	59 (95.2)
hurt	81 (17.9)	3 (4.8)

Q17a. Have any individual administrators, teachers, or students from the University been especially helpful to the Black Community?

	blacks	whites
yes	159 (42.9)	13 (28.3)
no	212 (57.1)	33 (71.7)

Q18a. Does the fact that Parkland College is located in Champaign-Urbana help or hurt the Black Community?

	blacks	whites
help	416 (94.1)	56 (93.3)
hurt	26 (5.9)	4 (6.7)

Q19a. In the near future, Parkland College will be moving from its present location so that the entire College will be located on one campus. Do you know where this campus will be located?

	blacks	whites
yes	272 (54.1)	47 (62.7)
no	231 (45.9)	28 (37.3)

Q20a. Are there any individual administrators, teachers, or students at Parkland College that have been especially helpful to the Black Community?

	blacks	whites
yes	119 (33.6)	6 (15.8)
no	235 (66.4)	32 (84.2)

Q21b. Now I'd like you to think of the biggest personal problem you have had living in Champaign-Urbana. If you thought someone at the University could help you solve this problem who would you contact?

	blacks	whites
administrator	193 (78.8)	35 (79.5)
teacher	35 (14.3)	4 (9.1)
student	17 (6.9)	5 (11.4)

Q22b. Thinking of the same problem, if you thought someone at Parkland College could help you solve this problem, who would you contact?

	blacks	whites
administrator	173 (67.8)	33 (80.5)
teacher	64 (25.1)	5 (12.2)
student	18 (7.1)	3 (7.3)

Q23b. Now I'd like you to think of the biggest problem facing the Black Community. If you thought that someone at the University could solve this problem, who would you contact?

	blacks	whites
administrator	237 (80.3)	31 (75.6)
teacher	37 (12.5)	6 (14.6)
student	21 (7.1)	4 (9.8)

Q24a. Still thinking of the biggest community problem, if you thought someone at Parkland College could solve this problem, who would you contact?

	blacks	whites
administrator	211 (73.3)	31 (77.5)
teacher	64 (22.2)	6 (15.0)
student	13 (4.5)	3 (7.5)

Q25a. Are you familiar with the SEOP (500) program at the University?

	blacks	whites
yes	198 (38.6)	26 (35.1)
no	315 (61.4)	48 (64.9)

Q25c. Should this program be more directed towards Blacks in Champaign-Urbana or to Blacks throughout the state?

	blacks	whites
C/U	47 (23.5)	5 (25.0)
Statewide	153 (76.5)	15 (75.0)

Q26a. Are you familiar with the Preparedness Program at Parkland College?

	blacks	whites
yes	139 (26.6)	11 (14.7)
no	383 (73.4)	64 (85.3)

Q26c. Should this program be more directed towards Blacks in Champaign-Urbana or to Blacks throughout the county?

	blacks	whites
C/U	28 (21.2)	2 (25.0)
Countywide	104 (78.8)	6 (75.0)

Q27a. Do you think that Blacks living in Champaign-Urbana have more, less, or the same opportunity as whites living in Champaign-Urbana to use University facilities?

	blacks	whites
more	10 (2.1)	5 (7.6)
less	303 (65.0)	15 (22.7)
same	153 (32.8)	46 (69.7)

Q28a. Do you think that groups from outside Champaign-Urbana have more, less, or the same opportunity to use the University facilities as Black residents of Champaign-Urbana?

	blacks	whites
more	164 (40.1)	7 (12.5)
less	98 (24.0)	11 (19.6)
same	147 (35.9)	38 (67.9)

Q38a. Do you think that the Black Community has an active voice in determining which programs and projects the University provides in the Black Community?

	blacks	whites
yes	127 (29.7)	26 (53.1)
no	301 (70.3)	23 (46.9)

Q38c. Do you think that the Black Community should have an active voice in determining what programs or projects the University provides in the Black Community?

	blacks	whites
yes	478 (97.8)	61 (93.8)
no	11 (2.2)	4 (6.2)

Q39a. Do you think that the Black Community has an active voice in determining which programs and projects Parkland College provides in the Black Community?

	blacks	whites
yes	102 (29.1)	19 (50.0)
no	248 (70.1)	19 (50.0)

Q39c. Do you think that the Black Community should have an active voice in determining what programs or projects Parkland College provides in the Black Community?

	blacks	whites
yes	452 (96.8)	53 (93.0)
no	15 (3.2)	4 (7.0)

Q40a. If the University and Parkland College were to consult the Black Community about which programs and projects to provide in the Black Community, which of the following arrangements do you think would be most beneficial to the Black Community?

	blacks	whites
A permanent advisory group composed of only community people to make recommendations to the University and Parkland College	16 (3.5)	6 (10.0)
A permanent advisory group composed of University people, Parkland people, and community people to make recommendations to the University and Parkland College	70 (15.4)	24 (40.0)
A permanent group of University, Parkland, and community people who would have the power to approve or reject proposed programs and projects	96 (21.1)	15 (25.0)

A permanent group composed of only community people who would have the power to approve or reject proposed programs and projects	37 (8.1)	6 (10.0)
Meetings open to the Black Community as a whole to approve or reject proposed programs and projects	237 (52.0)	9 (15.0)

Q41a. Do you think that Parkland College and the University should work together or separately to provide programs and projects in the Black Community?

	blacks	whites
together	408 (83.3)	58 (82.9)
separately	82 (16.7)	12 (17.9)

Q42a. Who should be responsible for developing programs and projects in the Black Community?

	blacks	whites
The Black Community only	82 (16.2)	5 (7.2)
The University or Parkland College only	5 (1.0)	5 (7.2)
Members of the Black Community working with the University and Parkland College	416 (82.2)	59 (85.5)
Other	3 (0.6)	0 (0.0)

Q43. Below is a list of problems which many communities have. For the Black Community of Champaign-Urbana, how do you see these problems: do you see them as very serious, fairly serious, or not so serious?

Whites responses*

	problem	very serious	fairly serious	not so serious	totals
1.	jobs	48 (65.8)	17 (23.3)	8 (11.0)	73 (100.1)
2.	crime	60 (80.0)	11 (14.7)	4 (5.3)	75 (100.0)
3.	racism	15 (22.1)	33 (48.5)	20 (29.4)	68 (100.0)
4.	housing	29 (39.7)	33 (45.2)	11 (14.7)	73 (100.0)
5.	welfare	34 (51.5)	21 (31.8)	11 (16.7)	66 (100.0)
6.	health care	18 (27.3)	22 (33.3)	26 (39.4)	66 (100.0)
7.	gangs	35 (48.6)	26 (36.1)	11 (15.3)	72 (100.0)
8.	schools	24 (32.9)	26 (35.6)	23 (31.5)	73 (100.0)
9.	drug and alcohol abuse	50 (70.4)	15 (21.1)	6 (8.5)	71 (100.0)
10.	parks and recreation	17 (24.6)	17 (24.6)	35 (50.7)	69 (99.9)
11.	local political representation	23 (33.8)	21 (30.9)	24 (35.3)	68 (100.0)
12.	legal services	14 (21.5)	17 (26.2)	34 (52.3)	65 (100.0)
13.	teenagers	21 (30.4)	25 (36.2)	23 (33.3)	69 (99.9)
14.	nutrition and food	11 (16.7)	22 (33.3)	33 (50.0)	66 (100.0)
15.	education for adults	16 (22.5)	26 (36.6)	29 (40.8)	71 (99.9)
16.	senior citizens	18 (26.9)	26 (38.8)	23 (34.3)	67 (100.0)
17.	pollution	32 (45.1)	18 (25.4)	21 (29.6)	71 (100.1)
18.	transportation	14 (19.4)	15 (20.8)	43 (59.7)	72 (99.9)
19.	sanitation	13 (19.4)	33 (49.3)	21 (31.3)	67 (100.0)
20.	relations with the university	12 (16.7)	21 (29.2)	39 (54.2)	72 (100.1)
21.	day care for children	18 (27.7)	10 (15.4)	37 (56.9)	65 (100.0)
22.	consumer problems	20 (28.6)	26 (37.1)	24 (34.3)	70 (100.0)
23.	relations with Parkland College	7 (11.3)	11 (17.7)	44 (71.0)	62 (100.0)
24.	police	22 (31.4)	24 (34.3)	24 (34.3)	70 (100.0)

*See Chapter IV p. 89 for blacks' responses.

Q44. From the list pick out the five most serious problems facing the Black Community of Champaign-Urbana.

Q45. Of those five, which one is the most serious problem facing the Black Community of Champaign-Urbana?

Whites responses*

	problem	one of five most serious	most serious
1.	jobs	43 (57.3)	18 (24.0)
2.	crime	48 (64.0)	14 (18.7)
3.	racism	10 (13.3)	4 (5.3)
4.	housing	28 (37.3)	3 (4.0)
5.	welfare	27 (36.0)	3 (4.0)
6.	health care	9 (12.0)	3 (4.0)
7.	gangs	24 (32.0)	3 (4.0)
8.	schools	17 (22.7)	2 (2.7)
9.	drug and alcohol abuse	39 (52.0)	2 (2.7)
10.	parks and recreation	10 (13.3)	2 (2.7)
11.	local political representation	10 (13.3)	2 (2.7)
12.	legal services	3 (4.0)	1 (1.3)
13.	teenagers	8 (10.7)	1 (1.3)
14.	nutrition and food	1 (1.3)	1 (1.3)
15.	education for adults	6 (8.0)	1 (1.3)
16.	senior citizens	4 (5.3)	1 (1.3)
17.	pollution	16 (21.3)	0 (0.0)
18.	transportation	5 (6.7)	0 (0.0)
19.	sanitation	0 (0.0)	0 (0.0)
20.	relations with the University	2 (2.7)	0 (0.0)
21.	day care for children	4 (5.3)	0 (0.0)
22.	consumer problems	5 (6.7)	0 (0.0)
23.	relations with Parkland College	1 (1.3)	0 (0.0)
24.	police	16 (21.3)	0 (0.0)

*See Chapter IV p. 90 for blacks' responses.

Q48. How old were you on your last birthday?

	blacks	whites
18-20	28 (5.5)	5 (6.8)
21-29	124 (24.2)	21 (28.8)
30-39	100 (19.5)	8 (11.0)
40-49	108 (21.1)	12 (16.4)
50-65	101 (19.7)	18 (24.7)
Over 65	52 (10.1)	9 (12.3)

Q49. Are you...

	blacks	whites
single (never married)	79 (15.3)	15 (20.3)
married	250 (48.3)	37 (50.0)
separated	72 (13.9)	4 (5.4)
divorced	54 (10.4)	9 (12.2)
widowed	63 (12.2)	9 (12.2)

Q50a. How many persons under 18 live in this household?

number of persons	blacks	whites
1	78 (24.5)	9 (32.1)
2	86 (27.0)	10 (35.7)
3	66 (20.8)	6 (21.4)
4	38 (11.9)	3 (10.7)
5	19 (6.0)	
6	13 (4.1)	
7	6 (1.9)	
8	1 (0.3)	
9	1 (0.3)	
10	6 (1.9)	
11	1 (0.3)	
13	1 (0.3)	
20*	2 (0.6)	

Q50b. How many persons over 18 live in this household?

number of persons	blacks	whites
1	173 (34.4)	15 (20.5)
2	207 (41.2)	39 (53.4)
3	79 (15.7)	12 (16.4)
4	28 (5.6)	5 (6.8)
5	11 (2.2)	1 (1.4)
6	4 (0.8)	1 (1.4)
20*	1 (0.2)	0 (0.0)

*It is not known whether these responses are attributable to recording errors, coding errors, or mechanical computer errors, or whether in fact these are accurate responses.

Q51. What was the highest grade which you completed in school?

grades completed in school	blacks	whites
1	1 (0.2)	0 (0.0)
2	4 (0.8)	0 (0.0)
3	5 (0.9)	0 (0.0)
4	13 (2.6)	0 (0.0)
5	24 (4.7)	1 (1.4)
6	12 (2.4)	1 (1.4)
7	20 (4.0)	4 (5.5)
8	48 (9.5)	3 (4.1)
9	35 (6.9)	2 (2.7)
10	73 (14.4)	6 (8.2)
11	53 (10.5)	4 (5.5)
12	178 (35.2)	29 (39.7)
13	12 (2.4)	6 (8.2)
14	17 (3.4)	5 (6.8)
15	5 (0.9)	0 (0.0)
16	5 (0.9)	6 (8.2)
16+	1 (0.2)	6 (8.2)

Q52a. Have you ever received vocational or technical training?

	blacks	whites
yes	109 (22.4)	15 (20.3)
no	377 (77.6)	59 (79.7)

Q53. What is your present occupation?

	blacks	whites
housewives	94 (18.2)	10 (14.3)
unemployed*	92 (17.8)	7 (10.0)
service workers	77 (14.9)	3 (4.3)
unskilled laborers	38 (7.4)	1 (1.4)
retired*	35 (6.8)	9 (12.9)
clerical and office workers	28 (5.4)	7 (10.0)
private household workers	26 (5.0)	1 (1.4)
technical workers	23 (4.4)	2 (2.9)
skilled and crafts workers	21 (4.1)	1 (1.4)
students	18 (3.5)	13 (18.6)
operatives	12 (2.3)	2 (2.9)
disabled*	11 (2.1)	2 (2.9)
welfare recipients*	10 (1.9)	0 (0.0)
professionals	9 (1.7)	3 (4.3)
managers	8 (1.5)	3 (4.3)
self employed	7 (1.4)	6 (8.6)
salesworkers	6 (1.2)	0 (0.0)
military personnel	2 (0.4)	0 (0.0)

*Those who report that their income comes from Public Assistance are probably fewer than the number receiving welfare funds. Those who report their occupations as housewives, unemployed, retired, and disabled may in come cases be recipients of Public Assistance.

Q55a. Have you ever applied for work at either the University or Parkland College?

	blacks	whites
yes	162 (35.1)	24 (36.4)
no	300 (64.9)	42 (63.6)

Q55b. Were you hired?

	blacks	whites
yes	104 (63.4)	21 (87.5)
no	60 (36.6)	3 (12.5)

Q56. How long have you lived in Champaign-Urbana?

	blacks	whites
Less than 6 months	11 (2.2)	2 (2.7)
6 months - 1 year	10 (2.0)	1 (1.4)
1 year - 5 years	45 (8.8)	18 (24.3)
5 years - 10 years	71 (13.9)	9 (12.2)
more than 10 years	372 (73.1)	44 (59.5)

Q57. Which best describes your income for 1970?

	blacks	whites
under $2,500	133 (29.3)	14 (20.6)
$2,500 - $3,999	80 (17.6)	18 (26.5)
$4,000 - $5,999	69 (15.2)	12 (17.6)
$6,000 - $7,999	75 (16.5)	10 (14.7)
$8,000 - $10,999	57 (12.6)	8 (11.8)
$11,000 - $12,999	21 (4.6)	4 (5.9)
$13,000 - $14,999	12 (2.6)	1 (1.5)
More than $15,000	7 (1.5)	1 (1.5)

APPENDIX F3
Questionnaire III: Cross Tabulations Not Included in Text

Table 1

Q25a familiarity with Special Educational Opportunities Program	Q51 grades completed in school			
	1-8	9-12	13+	totals
no	104	90	11	305
	(82.5)	(57.4)	(27.5)	
yes	22	141	29	192
	(17.5)	(42.6)	(72.5)	
totals	126	331	40	497
	(100.0)	(100.0)	(100.0)	

γ = .59

Table 2

Q26a familiarity with Preparedness Program	Q51 grades completed in school			
	1-8	9-12	13+	totals
no	116	231	23	370
	(91.3)	(68.8)	(57.5)	
yes	11	105	17	133
	(8.7)	(31.3)	(42.5)	
totals	127	336	40	503
	(100.0)	(100.0)	(100.0)	

γ = .55

Table 3

Q21-24 to help solve community problem	Q51 grades completed in school			
	1-8	9-12	13+	totals
administrator	58 (90.6)	135 (68.5)	12 (60.0)	205
teacher or student	6 (9.4)	62 (31.5)	8 (50.0)	76
totals	64 (100.0)	197 (100.0)	20 (100.0)	281

$\gamma = .52$

Table 4

Q42a responsibility for developing programs	Q38a black community voice in University programs and projects		
	yes	no	totals
black community only	16 (12.7)	56 (19.0)	72
University or Parkland only	1 (0.8)	3 (1.0)	4
all working together	109 (86.5)	236 (80.0)	345
totals	295 (100.0)	126 (100.0)	421

X^2=2.542 (2 d.f.) not significant

Table 5

Q40a best consulting arrangement	Q28a outside groups' access to University facilities compared with blacks in Champaign-Urbana			
	less	same	more	totals
black community advisory group	3 (3.6)	3 (2.4)	6 (3.9)	12
black community-University-Parkland advisory group	17 (20.2)	25 (19.7)	18 (11.8)	60
black community-University-Parkland group with power	19 (22.6)	28 (22.0)	27 (17.8)	74
black community group with power	10 (11.9)	10 (7.9)	12 (7.9)	32
meetings open to black community with power	35 (41.7)	61 (48.0)	89 (58.6)	185
totals	84 (100.0)	127 (100.0)	152 (100.0)	363

X^2=9.464 (8 d.f.) not significant

APPENDIX F4

Questionnaire III: Sampling Procedures, Administration, Design, and Problems

Sampling and Administration. In order to obtain as large a systematic random sample of the black community of Champaign-Urbana as feasible, a basic sample of eight hundred households was drawn. A supplementary list of an additional two hundred households was also drawn to allow for refusals, vacancies, and errors in administration. Principally because of difficulties in administration,[1] the supplementary list was utilized along with the basic list. Thus the sample was considered to be composed of one thousand households.

For the purposes of the Black Community Survey, the black community of Champaign-Urbana was defined geographically. According to 1970 United States Census data, a black population of 10,677 is contained in the Standard Metropolitan Statistical Area of Champaign-Urbana. The black population occupied 2,676 housing units with a median occupancy rate of three persons per household. The SMSA contains a white population of 150,338, while members of other racial groups in the SMSA number 2,266.

Most of the black population in the Champaign-Urbana SMSA lives in the northern sections of the two cities, with concentrations in several other small pockets. Other blacks are scattered throughout the area but in general these individuals, affiliated with the University of Illinois or Parkland College, are of higher socio-economic status. They already tend to have access to institutional facilities. Some of these individuals were among the participants in the Black Community Conference held later in conjunction with this project.[2]

Employing this geographic definition of the black community of Champaign-Urbana, six areas in the northern part of the two cities and one additional area in the south of Champaign formed the geographic boundaries from which the sample was drawn.[3] The geographic definition of the population under study does not purport that the racial composition within the boundaries covered by the sample is 100 per cent black. In fact, the areas under study do not contain entirely black populations.[4]

Of the 600 respondents to the Black Community Survey, 525 were identified as black, and seventy-five (12.5 per cent of 600) as white. Based upon data from the 1970 United States Census of Population, 525 households represent approximately 10 per cent of the total black population over eighteen years of age in Champaign-Urbana.

Members of white households drawn in the sample were interviewed on the assumption that such respondents, although asked to answer questions directed toward black people, might offer insight into the point of view of white people who live in predominantly black neighborhoods. The data collected from the seventy-five white respondents, however, were analyzed separately from those collected from the black respondents. The data from the white respondents are discussed only in relation to the larger portion of the data, that yielded by the black respondents, which constitutes the major thrust of this questionnaire.

The basis for the sample was drawn from the 1971 Champaign-Urbana City Directory in conjunction with a block-by-block listing of street addresses in the two cities maintained by the Survey Research Laboratory of the University of Illinois. Gaps in the directory and in the block-by-block listing were filled with the aid of information from the public works departments of Champaign and Urbana and from the Champaign County Housing Authority. For sampling purposes, the population living in the defined geographic areas was considered to comprise simply a list of households. After selecting a statistically random start, names were drawn from this list in systematic random fashion. This sampling technique yields an equal probability for selection of 1/5535.

Interviewers were instructed to conduct an interview with any household member eighteen years of age or older at each household to which they were assigned. Interviewers were not bound to conduct interviews with only the person named on the cover sheet of the questionnaire form. This information was not available or up to date for all of the households drawn in the sample. When the name on the cover sheet did correspond to the individual interviewed, in some cases it served to aid interviewers in establishing rapport with respondents.

Interviews for the Black Community Survey were conducted from late November 1971 through March 1972. Although it had been anticipated that the six BACUP personnel would conduct all of the interviews in connection with this survey, the BACUP employees administered only approximately one-quarter of the total of 600 interviews. The remaining interviews were administered by twenty other black residents of Champaign-Urbana who conducted varying numbers of interviews for the survey during March 1972, after the contracts of the BACUP personnel had been terminated. This new set of interviewers received compensation for each satisfactorily completed interview, as well as for participation in a training session and for transportation expenses in connection with interviewing.

The importance of utilizing black people as interviewers for Questionnaire III was realized. Unquestionably the use of blacks to interview black respondents aided in gaining entrance, in the establishment of rapport, and in the encouragement of straightforward responses from the black interviewees. Any possible negative effect from the use of black interviewers with the seventy-five white respondents in a series of questions on racially related matters cannot be measured. However, the primary data considered from the Black Community Survey are those gathered from the 525 black respondents. Therefore the use of black interviewers with white respondents to Questionnaire III is probably of minimal importance to the overall administration of the interviews for the Black Community Survey.

Some of the twenty additional interviewers were recruited from a list of black interviewers supplied by the Survey Research Laboratory of the U of I; others were personally known to project staff members. Most of these interviewers were women, who because of their sex may have been aided in gaining entrance to households at which they were assigned interviews. Slightly less than half of the additional interviewers had had previous interviewing experience, some of this during the course of previous surveys in the black community of Champaign-Urbana.

Problems. In comparison with problems encountered with the survey of public service project directors and the survey of community service programs at Illinois institutions of higher education, relatively few problems were encountered with respect to the design, sampling procedures, and administration of the Black Community Survey. No problem was so major as to prevent the collection of a set of interesting and internally consistent data.

The problems which became apparent with the design of Questionnaire III during the time the survey was being administered and in the course of data analysis are based upon the fact that no adequate pretesting of the questionnaire was performed. The overabundance of open ended as opposed to closed questions led to difficulties in administration and in accurate condensation of responses into categories. Although it would not have been desirable to omit any of the major areas covered in the questionnaire, more efficient data analysis would have been promoted by precoding of possible responses to many of the open ended questions. Certain of these questions, such as those dealing with respondents' attitudes toward personnel at the University of Illinois and Parkland College (questions 36 and 37), might have been better presented in a closed response format. A scale ranging from positive to negative attitudes would have been a more efficient method of noting responses to questions 36 and 37. Precoded categories of response to such questions as question 19b, dealing with the effect of Parkland's new location on the black community of Champaign-Urbana, would also have facilitated both administration and analysis.

In addition to the high proportion of questions calling for open ended responses, the fact that the majority of questions were asked in relation both to the University of Illinois and Parkland College also contributed to the length, difficulty in administration, and difficulty in analysis of Questionnaire III. This latter problem was unavoidable, because the project was concerned with the relationship of both institutions to the black community of Champaign-Urbana.

Another factor which led to difficulties in administration and analysis of the Black Community Survey was that several questions were interpreted differently by some respondents than had been the intention of the staff in designing the questionnaire. Question 28b asks respondents to state why they feel groups from outside Champaign-Urbana have more, less, or the same opportunity to use U of I facilities as do black residents of Champaign-Urbana. The staff intended this question to imply that groups from outside the area are predominantly white, but not all respondents interpreted the question in this way.

Questions 29 through 33 deal with U of I and Parkland resources, present and potential, which respondents feel could be utilized for the benefit of the black community. The use of the term "resources" here is unfortunate. The staff had intended this term to stand for the variety of cultural, recreational, and educational facilities available at the two institutions, as well as for the expertise in many areas possessed by university and college personnel and for existing physical facilities controlled by the two institutions. Many respondents appeared to interpret "resources" as an ambiguous term standing for the institutions' ability to give direct financial grants to the community or to create employment opportunities with no reference to the institutions' personnel requirements. This problem of interpretation might have been eliminated by use of a checklist of types of U of I and Parkland resources for questions 29 through 33, with provision for probing each of the respondent's choices.

Because of the large number of differing interpretations of questions 30, 31a, 33, and 34b by the small number of respondents who replied to them, analysis of these questions has been omitted. Questions 30, 31a, 33, and 34b might well have been omitted entirely from the questionnaire.

Questions 38a and 38b were also interpreted by some respondents differently from what was intended in the design of the questionnaire. These questions ask respondents why they thought the black community does or does not have an active voice in determining programs and projects which the U of I provides in the black community. It was clear from their responses to question 38b that some respondents interpreted this question as asking whether the black community should have a voice in such programs and projects (this question was asked in 38c and 38d). A similar problem was apparent in responses to the analogous questions about programs and projects sponsored by Parkland College (questions 39a and 39b).

The high proportion of questions in Questionnaire III calling for open ended responses is also connected to differences in the degree of probing which the various interviewers performed. Thus each respondent's answers to the open ended questions are not reflected equally in the data. In general, data yielded by responses to open ended questions were not as informative and complete as had been anticipated.

The length of Questionnaire III meant that some interviews lasted as long as an hour and a half. By the time the section on black community problems (questions 43 through 47) was reached, respondents were often fatigued and unable to give this important section the attention which it deserved. This lack of attention was reflected in the fact that many respondents gave only sketchy replies or no replies at all to the open ended questions in this section, questions 46 and 47.

Problems in regard to sampling procedures for Questionnaire III were minimal. It had not been anticipated that the supplemental list of two hundred households would have to be employed. However, there was a higher refusal rate than expected. In addition, the BACUP personnel failed to return many questionnaire forms for households from the original list of eight hundred at which no interviews were conducted. These factors necessitated incorporating the supplemental list of two hundred households into the total number of households constituting the sample for the survey. The use of a sample of one thousand rather than eight hundred, yielding 525 completed interviews with black respondents and seventy-five completed interviews with white respondents, did not affect the validity of the sampling procedure and probably had no influence upon the outcome of the survey.

In this report demographic information on respondents to Questionnaire III--except for information on the number of black respondents compared with the number of black residents of the Standard Metropolitan Statistical Area of Champaign-Urbana, and on the number of occupants per household reported by respondents--is not compared with 1970 United States Census data. At the time of this writing, census data on occupation, education, marital status, income, and length of residency were not available. Therefore, most of the demographic data on respondents to this survey are presented for the information of the reader, who may at a later time wish to compare them with 1970 United States Census data.

The only serious omission in regard to demographic information was the failure of Questionnaire III to provide for notation of the respondent's sex. Thus males and females cannot be compared, either in relation to questionnaire responses or to male-female distribution in the black population of Champaign-Urbana. Occupations of respondents' spouses, asked for in question 54, are not included in the reported data because of the unevenness with which these occupations were noted by various interviewers, and because no important facts would be learned from these data.

It is clear that no problem encountered in relation to the design, sampling procedures, or administration of the Black Community Survey was so major as to lead to lack of confidence in data yielded by the survey. Of course, adequate pretesting would have been highly desirable in helping to eliminate or minimize problems whose existence was realized after questionnaire administration had begun.

Design. Several major areas were emphasized in the design of the Black Community Questionnaire. Although certain questions fall into more than one of these areas, most of the questionnaire is divided into sequences of related open ended and closed questions.

One major area covered by the questionnaire was the personal connections which local black community residents have with the University of Illinois and Parkland College through acquaintance with U of I and Parkland personnel, classroom attendance at the institutions, use of physical facilities at the institutions, and knowledge and use of U of I and Parkland programs or services in the black community of Champaign-Urbana (questions 1 through 12). In this series of questions, respondents who did not make use of resources provided by the two institutions were asked to comment on the reasons for their failure to do so. Special reference was made to the Special Educational Opportunities Program at the University of Illinois (SEOP) and the Preparedness Program at Parkland College in questions 25 and 26, because these programs are aimed at predominantly black groups of students.

The following series of questions (questions 13 through 15) dealt with the respondents' willingness to take advantage of an office offering information about facilities and programs at the U of I and Parkland. Respondents were asked where such an office should be located, as well as whether they would tend to contact such an office personally or with the help of some other person. This last question was asked in an attempt to elicit the names of prominent black community leaders as perceived by community residents.

Respondents were asked to express their opinions as to whether the locations of the U of I and Parkland in Champaign-Urbana help or hurt the black community (questions 16 and 18), as well as whether any individuals connected with the two institutions have been especially helpful to the community (questions 17 and 20). Question 19 dealt with respondents' knowledge of the planned move of Parkland College to a new location on the west side of Champaign, as well as with the respondents' perceptions of how, if at all, this new location will affect the black community.[5]

In a related series of questions, respondents were asked to state whether an administrator, teacher, or student at the U of I and Parkland would be of greatest assistance in helping to solve both personal and community problems (questions 21 through 24). Attitudes toward administrators, teachers, and students at the two institutions were also explored in questions 36 and 37.

Other questions were aimed at discerning the extent of the community's perception or lack of perception of institutional racism, as measured by opportunities to use U of I facilities granted white residents of Champaign-Urbana and groups from outside the two cities versus opportunities granted blacks in Champaign-Urbana (questions 27 and 28). The extent to which the black community feels it presently has a voice in U of I and Parkland programs affecting the community, and the extent to which the community feels it should have such a voice, are explored in questions 38 and 39. Question 55 was asked in part to discover whether respondents who had applied for positions at the U of I and Parkland, but were not hired, felt that they had been discriminated against because of their race.

The issue of whether University of Illinois and Parkland College public service efforts should be coordinated was introduced explicitly in question 41, which asks the respondent to judge whether Parkland and the U of I should work together or separately in providing programs and projects in the black community. This concern is also reflected in question 42, which asks whether the black community alone, the U of I or Parkland alone, or members of the black community working with the two institutions should be responsible for developing programs and projects in the black community.

Arrangements favored by the community in regard to the nature and degree of decision-making for local public service programs by higher education was the subject of question 40. Respondents were asked to choose one of five possible arrangements for advisory or controlling roles for the two institutions and for the black community.

Another important area covered by the Black Community Questionnaire had to do with problems faced by black community residents. In question 43 respondents were asked to rank each of twenty-four basic community problem areas as very serious, fairly serious, or not so serious for the black community of Champaign-Urbana.[6] Such categories as housing, health care, and consumer problems were included in the list of problems, since these problems would presumably be the concern of most communities. The categories of relations with the U of I and relations with Parkland College are included because of the particular situation in Champaign-Urbana and because of the emphasis of the PSR project. In question 44 respondents were asked to choose the five most serious problems faced by the community from the list of twenty-four problems given in question 43. From the five most serious problems which they chose, respondents were asked to choose the most serious problem faced by the community (question 45). Opinions on how the U of I and Parkland might help to solve this problem were then sought (questions 46 and 47). Questions 43 through 47 were designed to gain information as to how serious basic problem areas are perceived by community residents, both discretely and in relation to each other. The sequence was also designed to elicit community opinion on how, if at all, higher education might help to ameliorate problems perceived as of greatest concern to the community.

Finally, in a series of open ended questions (29 through 35) respondents were asked about their knowledge of U of I and Parkland resources, and how these resources could be put to use to benefit the black community. Respondents were also asked to specify resources which they would like the institutions to acquire for the benefit of the black community. One of the things to be learned from responses to this series of questions was the visibility of ongoing public service programs in the minds of black community residents.

Most of the major substantive question areas, then, deal with the present relationship between the local black community and the two institutions of higher education in Champaign-Urbana, as well as what the black community residents envision as an ideal relationship between the community and higher education in the future.

The concluding section of Questionnaire III (questions 48 through 58) is principally concerned with demographic information about the respondents. This section contains questions on age, marital status, household composition, education, occupation, length of residency in Champaign-Urbana, and income. Race was noted by observation.

Footnotes Appendix F4

1. These difficulties are discussed in Chapters I and II.

2. See Chapter V for a discussion of the Black Community Conference.

3. See Appendix G for a map depicting the areas from which the sample for the Black Community Survey was drawn. This map also shows major arteries in Champaign-Urbana, as well as the campus area of the University of Illinois and the new location of the Parkland College campus.

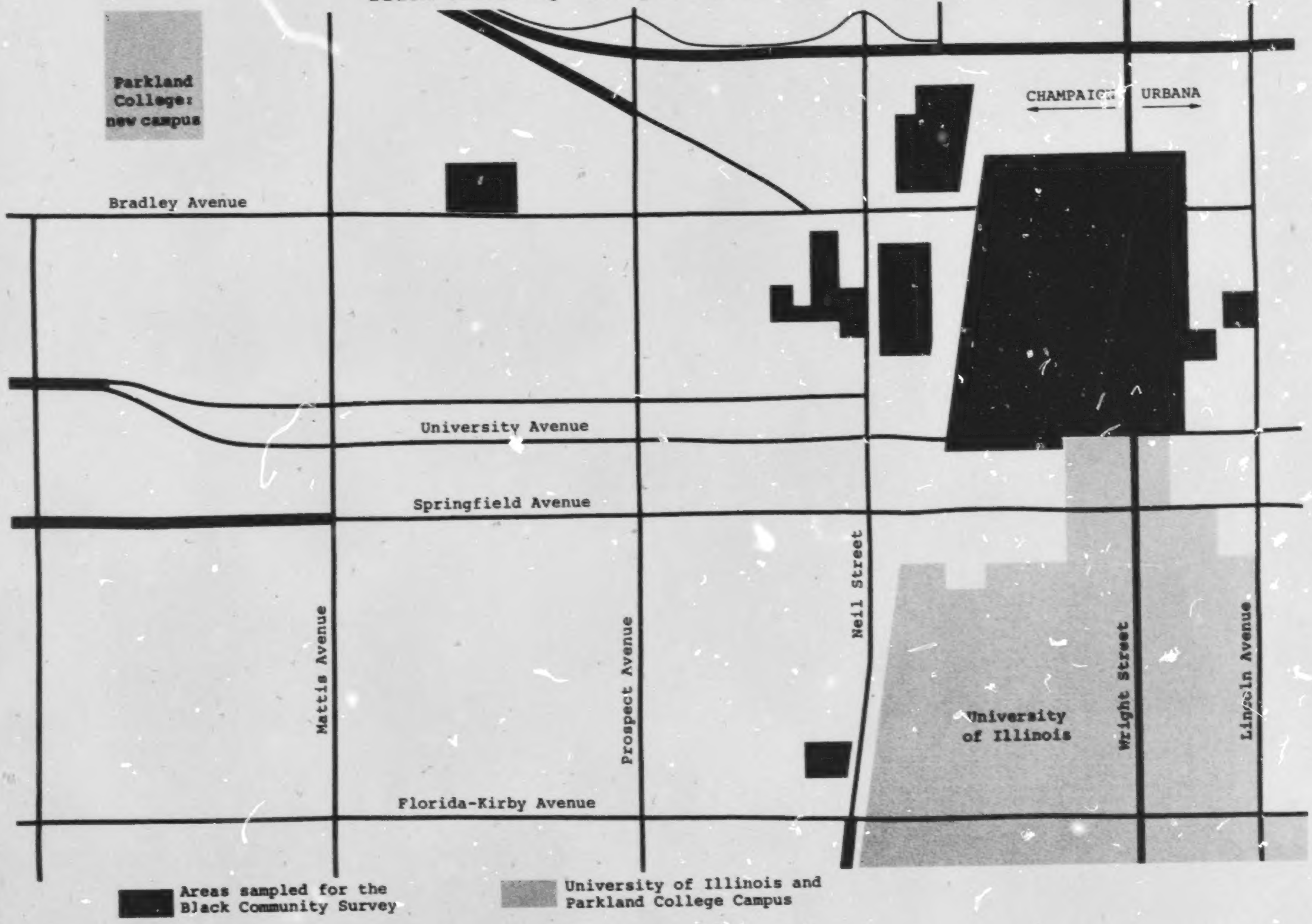
4. Block statistics for the Champaign-Urbana urbanized area from 1970 United States Census data (not available at the time the sample for the Black Community Survey was drawn) show that the black population within the two cities is concentrated in census tracts roughly corresponding to the areas from which the sample was drawn.

5. See Appendix G for a map which includes a depiction of Parkland's new location.

6. The problem areas in question 43 were not listed in any order of importance.

APPENDIX G

Black Community Survey: Map of Areas Sampled


Parkland College: new campus
CHAMPAIGN
URBANA
Bradley Avenue
University Avenue
Springfield Avenue
Florida-Kirby Avenue
Mattis Avenue
Prospect Avenue
Neil Street
Wright Street
Lincoln Avenue
University of Illinois
Areas sampled for the Black Community Survey
University of Illinois and Parkland College Campus

APPENDIX H1
Black Community Conference: Materials for Participants

PROGRAM OF EVENTS

Higher Education Public Service Responsibilities in the Black Community

Allerton House, Monticello, Illinois
April 20-22, 1972

THURSDAY, April 20

4:00 - 5:00 p.m.	Arrival and registration
6:00 p.m.	Welcome and opening remarks (Samuel K. Gove, Director, Institute of Government and Public Affairs, on behalf of the Institute and John E. Corbally Jr., President, University of Illinois Jack W. Peltason, Chancellor, University of Illinois Donald Swank, Dean of Instruction, Parkland College, on behalf of William M. Staerkel, President, Parkland College)
7:00 p.m.	Dinner
8:00 p.m.	Reception

FRIDAY, April 21

7:45 a.m.	Breakfast
9:00 - 10:45 a.m.	Round table discussion groups meet to discuss a definition of public service in relation to higher education
10:45 - 11:00 a.m.	Coffee break
11:00 - 12 noon	First general session, with reports from the round table discussion groups
12 noon	Luncheon

1:30 - 2:45 p.m.	First simultaneous round table discussion
2:45 - 3:00 p.m.	Coffee break
3:00 - 4:15 p.m.	Second simultaneous round table discussion
4:15 - 4:30 p.m.	Coffee break
4:30 - 5:45 p.m.	Third simultaneous round table discussion
6:45 p.m.	Dinner
8:00 p.m.	Open discussion

SATURDAY, April 22

7:45 a.m.	Breakfast
9:00 a.m.	Second general session, with presentation of integrated findings from round table discussions
12 noon	Luncheon and adjournment

Ground Rules for Conference on Higher Education Public Service Responsibilities in the Black Community

The organization and operations of the Conference are designed to be as simple as possible, yet provide the framework for extensive free discussion.

Participants at the Conference are divided into three groups (A, B, and C). During the Friday morning sessions each group will concurrently discuss a definition of public service in relation to higher education. During the afternoon the groups will rotate among three pairs of discussion leaders. Each pair of leaders will focus the discussion on a specific set of problems confronting the black community, on strategies to deal with these problems, and on implementation of strategies. A secretary will work with each pair of discussion leaders.

Background information has been furnished to all participants. During the roundtable discussions the secretaries will note the major points which have been raised. These points will be incorporated into summaries which will be presented at the general sessions attended by all participants.

The final Statement of Findings of the Conference will represent the majority opinion of those present, and will include a general disclaimer against ascribing any of the findings to any participant or group of participants. No finding will be entertained by the chair which is not germane to the general discussion.

SCHEDULE OF ROUNDTABLE DISCUSSION GROUPS

Friday, April 21

9:00 - 10:45 a.m.	Roundtable discussion groups meet to discuss a definition of public service in relation to higher education. Group A (blue tags): leaders--Marlene Davis and Kenneth Stratton (Library) Group B (pink tags): leaders--Anna Wall Scott and Robert Eubanks (Butternut Room) Group C (yellow tags): leaders--Dorretta Evans and Vern Barkstall (Porch)
11:00 - 12 noon	First general discussion, with reports of findings from the discussion groups. Chairman: Ione Vargus (Library)
1:30 - 2:45 p.m.	First simultaneous roundtable discussion. Group A (blue): leaders--Anna Wall Scott and Robert Eubanks (Butternut Room) Discussion of the following problems: schools; local political representation; jobs; gangs; legal services; education for adults; police. Group B (pink): leaders--Dorretta Evans and Vern Barkstall (Porch) Discussion of the following problems: housing; pollution; crime; transportation; sanitation; parks and recreation. Group C (yellow): leaders--Marlene Davis and Kenneth Stratton (Library) Discussion of the following problems: welfare; drug and alcohol abuse; day care for children; health care; consumer problems; teenagers; nutrition and food; senior citizens.

Friday, April 21

3:00 - 4:15 p.m. Second simultaneous roundtable discussion.

Group A (blue): leaders--Doretta Evans and Vern Barkstall (Porch)
Discussion of the following problems: housing; pollution; crime; transportation; sanitation; parks and recreation.

Group B (pink): leaders--Marlene Davis and Kenneth Stratton (Library)
Discussion of the following problems: welfare; drug and alcohol abuse; day care for children; health care; consumer problems; teenagers; nutrition and food; senior citizens.

Group C (yellow): leaders--Anna Wall Scott and Robert Eubanks (Butternut Room)
Discussion of the following problems: schools; local political representation; jobs; gangs; legal services; education for adults; police.

4:30 - 5:45 p.m. Third simultaneous roundtable discussion.

Group A (blue): leaders--Marlene Davis and Kenneth Stratton (Library)
Discussion of the following problems: welfare; drug and alcohol abuse; day care for children; health care; consumer problems; teenagers; nutrition and food; senior citizens.

Group B (pink): leaders--Anna Wall Scott and Robert Eubanks (Butternut Room)
Discussion of the following problems: schools; local political representation; jobs; gangs; legal services; education for adults; police.

Group C (yellow): leaders--Dorretta Evans and Vern Barkstall (Porch)
Discussion of the following problems: housing; pollution; crime; transportation; sanitation; parks and recreation.

During all sessions the problems of racism, relations with the University, and relations with Parkland College will be discussed.

Saturday, April 22

9:00 a.m. Second and final general session, with presentation of integrated findings from roundtable discussions. Chairman: Roy Williams (Library)

APPENDIX H2
Black Community Conference: Participants

Mary Adkisson

Carol Barkstall

Vern Barkstall[c]

Harold Bradley

Thurman Brooks[c]

Rochell Broome[a,d]

Garnetta Brown

Venita Boyd

Rev. Arthur Burkes

James Burnett[b]

Marian Butler

Eddie J. Campbell

Ernest Clay

Sonya Clay

Joe L. Cooper

James Culp

Marlene Davis[c]

Richard Davis

Caroline Dixon

Thomas Drish

Elsie Easley[b]

Robert Eubanks[c]

Dorretta Evans[c]

Charles Garren[b]

Dorothy Goines

Alvin Griggs

Bill Harris

Henrietta Hock[b]

Kathryn Humphrey

Waymond Jackson

McKinley Jones

Avon Killion, Jr.

James King

Eddie Lawrence

William Lawson

James Martin[b]

Edgar McKnight

Charlene Miles[d]

Melvin Mitchell[d]

William E. Nelson[e]

Paula Patterson

James Ransom, Jr.[b]

Charles Reeves

Ernest Richardson

Charles Roundtree

Tom Roundtree

Anna Wall Scott[b,c,d]

Clarence Shelley[d]

Constance Shorter[e]

Troy Simpson[d]

Lucille Smith

John Stevenson

Kenneth Stratton[c]

Terry Townsend

Ione Vargus[b,c,d]

Phillip Walker[b]

Catherine Williams

Roy Williams[a,d]

Winnie Wilson

Ron Winley[b,d]

Keith Wingate

a Cochairman
b Steering committee member
c Discussion leader
d Task force member
e Representative of other university